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The purpose of this study was to determine conditions and services in Arizona's public, private, and parochial school libraries. The data, mostly for the school year 1965/66, were collected on questionaires sent to librarians and school authorities. The survey covers the libraries' organization and administration, physical facilities, services, expenditures, personnel, materials, and district library programs. The study shows substantial diversity in qualitative and quantitative aspects of school libraries in Arizona, but also indicates that there seems to be a general trend in the state toward developing stronger school library programs. Material given in the appendices includes data for public and non-public schools, and the questionnaires and book collection lists used in the survey. (CC)

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A Study of Conditions and Services in
SCHOOL LIBRARIES IN ARIZONA

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A STUDY OF CONDITIONS AND SERVICES IN SCHOOL LIBRARIES IN THE STATE OF ARIZONA

by

Melvin Glenn Guthrie

A Supplementary Report of the

ARIZONA LIBRARY SURVEY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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FOREWORD

In 1966 the Department of Library and Archives, State of Arizona authorized a comprehensive study of library services in the State. This study included the Public, Academic, Special, School, and State Libraries and the basic publication included all these libraries.

This supplementary publication deals entirely with the school libraries and is a more extensive treatment of them than is contained in the ARIZONA LIBRARY SURVEY. A separate publication was required because of the large number of school libraries and their importance as educational resource centers.

The author of this publication is Glenn Guthrie. Dr. Harold E. Moore, Professor of Education and coordinator of the Arizona Library Survey, and Dr. R. Merwin Deever, Director of the Bureau of Educational Research and Services directed the ARIZONA LIBRARY SURVEY and provided counsel and assistance for this publication. Also, significant assistance was given for this study by Miss Nina J. Mahaffey, State School Library Consultant and her staff, and Mrs. Grace T. Stevenson, Arizona Library Survey Consultant. An Advisory Committee of the Arizona Library Association also provided valuable assistance.

In modern education the instructional materials center is the heart of the school. It serves as an extension of the classroom for use as a laboratory for research and learning. This publication will be of significant interest and value to school districts, librarians and others interested in appropriate instructional services for the schools of the State of Arizona. The study also has historical significance since it is the first statewide study of school libraries in Arizona.

Harold E. Moore
Coordinator
ARIZONA LIBRARY SURVEY

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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

Background for the Study

The phenomenal growth currently taking place in Arizona's population has occasioned a similar increase in school enrollments. Great demands continue to be placed upon schools to provide facilities for quality education. Good school libraries are an important part of such facilities.

The school library is articulated with all phases of curricular and extra-curricular activities. It is at the very heart of the instructional program. Pupils learn and grow by using its resources. In addition, more profound teaching takes place when classroom teachers have ready access to resource materials and the assistance of a professional school librarian.

In recent years the nation's teacher preparation institutions have demanded increased quality in school libraries and librarians. As a result, more attention is being paid to the improvement of school library services and facilities in many communities. The design of a library in a new school has become of genuine concern to patrons and educators alike.

The most important development in school library service in Arizona has been the recent implementation of Public Law 89-10, the federal Elementary and Secondary Education Act of 1965, the effects of which are now beginning to be felt.[1]

Of significance, also, is the Arizona Library Survey, currently being conducted by the Bureau of Educational Research at Arizona State University. The Arizona Library Survey is a statewide study aimed at the development of a comprehensive library program affecting public, special, school, college, and university libraries in the State.

Importance of the Problem

Although groups such as the American Library Association, university authorities, numerous book companies, and even our own State Department of Public Instruction from time to time have offered guidance toward proper library implementation, still library development in Arizona's schools has largely been governed by the needs felt in the particular schools served. This has led to a wide disparity of library conditions and services among school districts and even among various schools in the same school district.

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[1] Bureau of Educational Research and Services, Arizona State University, Preliminary Report - Arizona Library Survey, (Tempe, Arizona: July, 1966), p. 16.

With libraries in various states of adequacy, obviously some consistent standards of quality for Arizona school libraries might reasonably be determined. Certainly, a study of library conditions and services was necessary before such determination could properly be made.

Statement of the Problem

It was the purpose of this study to determine the conditions and services related to the operation of libraries in the public and nonpublic schools of Arizona. Answers to many questions were sought, including the following:

How are school libraries organized and administered to serve the students and teachers of Arizona?

What school library physical facilities are available for serving students and teachers?

What school library services are available to students and teachers?

How are school libraries staffed by various types of personnel?

What materials are available in school libraries for the use of students and teachers?

How do district library programs operate for the benefit of individual schools?

It was believed that the answers to these questions would provide individual schools with a basis for contrasting their own library conditions and services with those of other schools within the State and with the accepted or recommended standards of national library agencies. These opportunities for comparison and self analysis will, hopefully, open the door to change and self improvement.

The results of the study will become a part of the comprehensive Arizona Library Survey.

Definition of Terms

An "elementary school" is defined as a school which typically contains any of the elementary grades 1 through 6 or most of grades 1 through 8.

A "junior high school" or "middle school" is defined as a school which is limited to any combination of the grades 6 through 9, depending upon local organization.

A "senior high school" is defined as a school which typically contains at least two of the grades 9 through 12.

A "combined elementary-high school" is defined as a school which contains both elementary and high school grades.

A "public school" is a tax supported school, controlled by an elected board of trustees and organized in a school district designated by Arizona law.

A "private school" is a school that is established, conducted, and primarily supported by a non-governmental agency and for purposes of the study is classified as a non-public school.

A "parochial school" is a private school maintained by a religious body and for purposes of the study is classified as a non-public school.

The term "school library" refers to that collection of books, materials, facilities, and instructional services, including audio-visual services, usually under the supervision of a librarian or teacher, which is a school resource center designed primarily for student use to promulgate reading and study.

A "centralized library" is defined as an arrangement of library facilities, materials and services in one location with its resources accessible to all patrons.

An "instructional materials center" is defined as a centralized library which encompasses the widest field of reading and reference materials, textbooks, library books, magazines, pamphlets, maps, charts, pictures, and other audio-visual materials and which includes facilities and services to make them usable.

A "classroom collection" refers to those library materials, usually books, which are maintained in a classroom and which are not part of a centralized collection.

The term "study hall" refers to a designated area for study to which students are assigned on a regular basis as part of their school schedule.

The term "teacher-librarian" refers to a classroom teacher who spends part-time as a librarian.

Delimitations of the Study

The study included only public, private, and parochial school libraries in Arizona as herein previously defined.

Although the modern library is visualized as an instructional materials center, encompassing the complete program of services related to printed and audio-visual materials, the study did not purport to survey audio-visual factors except as they were concerned with libraries or librarians.

In the main, the study collected and tabulated only information pertinent to the school year 1965-66, the latest complete year for which information was available, although certain enrollment and staff data covered the 1966-67 school year.

The gathering of data was limited to those data considered practical, current, and readily available. Not all data were available from each library.

The data were furnished by local librarians and school authorities through questionnaire method, and their validity was subject to the limitations of such procedures.

Although the study occasionally quotes from widely recognized national standards, the information given is for purposes of comparison and information and does not constitute endorsement of particular standards.

Assumptions of the Study

It was assumed that the adequacy of school library factors is important with relation to a quality school program.

A high level of validity and accuracy of the reported data was assumed.

It was also assumed that an adequate percentage of the schools which were contacted returned reports which provided sufficient data from which valid conclusions and generalizations were drawn.

Organization of the Study

Chapter II included an analysis of selected literature related to school library studies and standards.

Chapter III included a presentation of procedures and basic data related to the implementation of the study.

Chapter IV included the presentation and analysis of the data concerning library organization, facilities, and services in public schools.

Chapter V included the presentation and analysis of the data concerning library personnel in public schools.

Chapter VI included the presentation and analysis of the data concerning materials collections in public school libraries.

Chapter VII included the presentation and analysis of the data concerning library expenditures in public schools.

Chapter VIII included the presentation and analysis of the data concerning district library programs in the public schools.

Chapter IX included the presentation and analysis of the data concerning the various aspects of library programs in private and parochial schools.

Chapter X included the summary of the findings and conclusions of the study.

CHAPTER II

AN ANALYSIS OF SELECTED LITERATURE

An analysis of selected literature related to school library studies and standards was vital in many aspects to the study of school libraries in the State of Arizona. The literature revealed the possibilities of improving library factors through the accumulation of knowledge derived from a comprehensive library survey.

Beasley cited the importance of an adequate state library survey in identifying areas of critical need and in making plans for their improvement. His suggestions for successful implementation include a warning to the researcher not to collect data to fit a predetermined pattern of analysis. He implies the possibility that some surveys restrict the visionary capacities to improve library programs rather than supplying the raw data to aid them.[1]

Library Surveys in Arizona

Little literature concerning the quality or status of Arizona public school libraries was available. No literature is known concerning studies of library factors in Arizona's private and parochial schools.

An initial survey of Arizona public school libraries was begun in October of 1965 by the Consultant for School Libraries of the Arizona State Department of Public Instruction. At that time questionnaires were sent to all elementary and secondary schools soliciting information concerning the resources, facilities, and personnel of school libraries. The Bureau of Educational Research and Services at Arizona State University was invited to record and tabulate the data and conclude the study.

A preliminary report, dealing chiefly with library resources and representing approximately 70 per cent of Arizona public schools, was issued in July, 1966. The report did not include an appraisal of the personnel situation or the quantitative aspects of the space or facilities allocated for library purposes. In recognizing the limited findings as valuable and suggesting that a more comprehensive study be undertaken, the report served a vital purpose.[2]

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[1] Kenneth E. Beasley, "Getting the Facts--How and Who," Statewide Long-Range Planning for Libraries, United States Department of Health, Education, and Welfare, Circular OE-15060 (Washington: Government Printing Office, 1966), pp. 17-24.

Library Surveys in Other States

In determining items to be included in the questionnaire for a more comprehensive Arizona study, attention was centered on the important areas of organization, facilities, services, personnel, and materials collections, with emphasis on vital aspects in each of the library program areas. School library survey and statistical information concerning these four areas was solicited from the American Association of School Librarians, the United States Office of Education, and the school library officers of the departments of education in the fifty states.

Excellent cooperation was received from the agencies contacted. A great majority of the states had nothing to offer and expressed an interest in doing a study to improve their own situation. Nearly all respondents asked for a copy of the Arizona study when completed.

Of particular help in devising a proper questionnaire and determining methods for analyzing and tabulating the data were the library survey materials and information received from the States of Indiana, Maryland, New Hampshire, New Jersey, Oregon, and Washington. Included were outstanding examples of survey questionnaires.

Maryland's survey, while comprehensive in scope, contained an extremely able treatment of school library personnel factors including comparing them with national findings and standards. It did not attempt to evaluate the quality of library services except to the degree that the quality of personnel, materials, and facilities reflects quality. The questionnaire was designed for machine tabulation. The survey was the first status study of library conditions in Maryland. It was done over a two year period and reflected 100 per cent participation of Maryland schools.[3]

The library survey in Oregon indicated that an optimum library program is dependent upon adequate materials and functional facilities, organized and administered by competent personnel. The Oregon questionnaire included questions on personnel, materials, physical facilities and equipment, organization and administration, services to teachers and students, and plans for library development. The survey derived a participation of 87 per cent of Oregon schools.[4]

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[2] Bureau of Educational Research and Services, Arizona State University, Preliminary Report -- Arizona Library Survey, July 1966, pp. 48-54.

[3] Maryland State Department of Education, School Libraries in Maryland--1962-63 Survey, (Baltimore: 1964), pp. 84.

The library survey of the State of Washington resulted in a report which is uniquely meaningful and remarkably complete. The study included the use of two questionnaires. The building questionnaire requested specific information about the current status of library and audio-visual programs within the individual school building, while the district questionnaire concerned itself with the total district program. Most questions were answered by checking a yes - no response. Each section of the report was followed by information on criteria and standards. Findings were then compared with state and national standards.[5]

Library Standards and Statistics

In addition to other survey materials, and in the absence of any official library standards for the schools of Arizona, the standards developed by other states offered an interesting background from which to analyze the survey data. State standards are nearly always tempered with the disparity of circumstances among schools and school districts.

Trends to be noted in school library standard formulation or change are:

1. Personnel requirements are being strengthened through improved certification regulations.
2. General school library standards are being applied to both elementary and secondary schools, showing awareness that school libraries need to be improved at all grade levels.
3. State standards show an increased emphasis on the school library as a center for many types of materials, both printed and audio-visual.
4. There are increasing recommendations for centralized school library services administered at the school system level, often including centralized processing of materials and school library supervision.
5. Standards for school library expenditures have been increasing.

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[4] Oregon State Department of Education, Study of Elementary, Junior High, and Senior High Libraries of Oregon. (Salem: 1965), pp. 45.

[5] Washington State Department of Public Instruction. School Library and Audio Visual Survey, (Olympia: 1964), pp. 133.

6. There is much activity in school library standard revision and in the formulation of new standards in states which have not had them.[6]

The national standards recommended by the American Library Association through its affiliate, the American Association of School Librarians, are probably the most important criteria used for assessing school library conditions. They were most useful in measuring and comparing conditions existing in Arizona.[7]

The quantitative standards recommended in the national standards provide for very good school library programs. Good is interpreted as being average, and it is assumed that communities want to have schools that provide something more than just average for their children. The standards are not maximum ones, and superior schools will want to go beyond them, as many already have.[8] The standards address themselves to every conceivable situation involving library program and provide different recommendations for schools of different enrollments and circumstances, using the same basic criteria.

A revision of national standards is currently being undertaken by committees of the American Association of School Librarians and the National Education Association's Department of Audio Visual Instruction. The revision will be called _Standards for Media Programs in Schools_.

The new standards will suggest the importance of unifying the administration of print and audio-visual library programs in schools. A tentative committee report indicates that important changes will be recommended in areas of philosophy, organization, print materials, non-print materials, personnel, facilities, and budget. The text of the standards will use the terms media program, media center, and media specialists.[9]

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[6] Richard L. Darling, _Survey of School Library Standards_, United States Department of Health, Education, and Welfare, Circular 740 (Washington: Government Printing Office, 1964), p. 27.

[7] American Association of School Librarians, _Standards for School Library Programs_. (Chicago: American Library Association, 1960) pp. 132.

[8] _Ibid._, pp. 22-26

[9] Tentative report of a DAVI-AASL meeting at Atlantic City, April, 1967.

Public school library statistical data issued by the United States Office of Education was of particular help in fashioning a perspective from which to analyze and evaluate the compiled information in the survey.[10]

The literature concerning quality library factors indicates the primary importance of personnel. A competent effective library staff is the keynote to good school library service.[11] Drennan and Darling have made a major contribution to the measurement of personnel aspects with their study of library personnel in 1962. They concluded that:

> A large majority of school librarians in 1962 were women. They tended to be older (median 50.2 years), U. S. citizens, and the children of fathers whose employment was non-professional, and often rural. Most school librarians were well-educated, with a median of more than 17 years of education. More than half had 5 years or more of college.
>
> The median year in which librarians completed their highest academic degree was 1943. A majority received financial support in college from parents or relatives or from their own earnings. Scholarships and other financial support from institutions or from government contributed very little to the education of school librarians.
>
> Three out of four school librarians were employed in secondary schools; only one in four in elementary schools. The average school librarian had served in the library profession 13.8 years, in the same school or school system 11.1 years. The median salary rate of school librarians in 1962 was $6,264.[12]

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[10] Richard L. Darling, Public School Library Statistics --1962-63, United States Department of Health, Education, and Welfare, Circular OE-15020, (Washington: Government Printing Office, 1964), pp. 1-21.

[11] American Association of School Librarians, op. cit., p. 47.

[12] Henry T. Drennan and Richard L. Darling, Library Manpower--Occupational Characteristics of Public and School Librarians, United States Department of Health, Education and Welfare, Circular OE-15601, (Washington: Government Printing Office, 1966), pp. 15-21.

CHAPTER III

PROCEDURES AND BASIC DATA

The study of conditions and services in school libraries in the State of Arizona proposed to survey the essential library factors of organization, facilities, services, personnel, materials collections, and budget. The questionnaire method was deemed of most value in deriving the necessary data concerning these factors.

Questionnaire Development

Two questionnaires were developed in cooperation with school librarians, the staff of the Arizona Library Survey, and the consultant for School Libraries of the Arizona State Department of Public Instruction. The questionnaires were submitted to librarians and supervisors in the field for criticism and suggestion before final approval. A test run involving schools of various sizes and organizational patterns was completed. The results indicated no major problems existed in the understanding of questionnaire items. (See Appendix D, page 183.)

The basic questionnaire was designed for the individual school building and covered all aspects of the library program. It began with a section of general information needed from all schools regardless of size or library conditions.

The second questionnaire was designed to survey district library factors in public school districts known to have a district library consultant or coordinator. Both questionnaires were designed for easy completion by school or district personnel. Of particular interest and importance to the study were the personal responses of librarians to the subjective questions in the supplementary section of each questionnaire.

In addition to the questionnaires, qualitative book collection information was solicited from school libraries through lists prepared by a committee of librarians working with the Advisory Committee of the Arizona Library Survey. (See Appendix E, page 201.) High Schools and elementary schools were asked to complete lists peculiar to their particular level. Each was also asked to complete a check list of source and reference holdings.

The high school book lists to measure holdings were mailed to all high schools, with attention directed to the principal and librarian. The elementary book lists were mailed to a sampling, one-fifth of all elementary and junior high schools, in each classification of size reporting a centralized library, with attention directed to the principal and librarian. Private and parochial schools were similarly sampled.

The basic questionnaire was mailed to all known public, private, and parochial schools, with attention directed to the principal and librarian. The district questionnaire was mailed to the twelve Arizona school districts known to have a district oriented library program supervised by a library consultant or coordinator, with attention directed to the superintendent and library consultant. Appropriate follow-up mailings were made to insure a maximum return of data.

Limitations of the Questionnaires

Despite the best efforts of those concerned, the basic questionnaire had certain limitations. More information should have been sought to evaluate the quality of reference book holdings. The item dealing with per cent of school week spent in library work by librarians did not readily yield the information desired. The item asking for the number of full-time certificated staff as of May, 1966, was interpreted ambiguously, and all answers to that item were disregarded.

Processing of the Data

As the completed questionnaires were received, they were checked by the researcher for completeness and consistency of response. Where ambiguities, inconsistencies, or incomplete answers occurred in vital areas, the questionnaire was returned to the respondent for correction or completion. In general, the quality and accuracy of response was good.

After the careful checking of each questionnaire, all item responses were coded and punched into a series of data processing cards with each school retaining its identity and its own information.

An electronic program was designed to organize the data into meaningful patterns for item analysis and comparison. Raw data were analyzed and compared in every conceivable way in order to provide every possible avenue of enlightenment to the study. The resulting machine print-out of information was invaluable and became the authoritative source of study findings.

For ease of tabulation and use, the dollar amounts shown in tables were computed to the nearest dollar. Similarly, amounts equal to one-half or more were increased to the next higher number.

Classification of Schools

For purposes of tabulation, and to provide for meanful comparisons, all public, private, and parochial schools were classified by level of instruction, being referred to throughout the study as elementary, junior high, senior high, or elementary-high school combined. There were no junior high schools reported among the private and parochial schools.

Public schools were further classified into sizes based upon enrollment, as indicated in Table I, page 17. Table XXVII, page 70, indicates the size classifications of private and parochial schools.

Presentation of the Findings

As a status study devoted to school library factors, the survey report dealt chiefly with findings and evaluations, rather than recommendations. Recommendations for the improvement of school libraries will best come from the ranks of librarians with the leadership of the Department of Public Instruction and the state universities.

The analyses of the data indicated great diversity in the quality and quantity of library service in the State. In order to provide opportunity for an evaluation of the adequacy of library factors as reported by the findings, a standard of comparison related to each factor was needed. Recommendations for excellence in school library programs, proposed in 1960 by the American Association of School Librarians, were selected to serve as a basis of comparison with Arizona findings and have been inserted with the findings wherever applicable.[1]

General Information

Many unique problems stand in the way of making easy and judicious comparisons between library efforts of Arizona schools. Arizona's great area is sparsely populated. Public school districts are county oriented. Counties are large with diverse factors. There are too many small, isolated school districts, many of which have but a single school. There is wide disparity in financial support of schools, even in the same city or county. Private and parochial schools, more independent in goals and methods, are largely unregulated by the State. Often depending upon uncertain sources of revenue, they too, reflect poor bases for comparison of library programs.

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[1] American Association of School Librarians, Standards for School Library Programs, (Chicago: American Library Association, 1960), pp. 132.

Irrespective of the problems mentioned, the study findings were tabulated by school size and level of instruction rather than by counties, school districts, or other means. With the standards presented similarly, a school has opportunity to compare its own status with national standards and state findings.

Public School Questionnaire Return

Of the 640 individual school questionnaires sent out, 527 (82 per cent) were returned and were used in the statistical report. Of the responding schools, 383 were elementary, 46 were junior high, 89 were senior high, and 9 were elementary-high school combined, as indicated in Table I.

The total pupil enrollment in Arizona schools in May 1966 was 364,986.[2] The total pupil enrollment in schools returning the questionnaires was 330,937. The pupil enrollment represented by completed questionnaires was 91 per cent, as shown in Table II, page 18.

Non-public School Questionnaire Return

Individual school questionnaires were mailed to 155 private or parochial schools. Twenty-two of these were found to be inoperative or not offering any of the elementary or high school grades. Of the remaining 133 possible respondents, 98 (77 per cent) returned a completed questionnaire. Seventy-four of the 98 were elementary schools, 16 were high schools, and 8 were elementary-high schools combined, as indicated in Table XXVII, page 70.

The total pupil enrollment of known non-public schools in May, 1966, was 29,378.[3] The total pupil enrollment of schools returning the questionnaire was 29,044. The pupil enrollment represented by completed questionnaires was 99 per cent of the total known enrollment, as shown in Table XXVIII, page 71.

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[2] Arizona State Department of Public Instruction, Annual Report of the Superintendent, 1965-66, p. 45.

[3] Ibid.

TABLE I

NUMBER OF BUILDING QUESTIONNAIRE RETURNS (PUBLIC SCHOOLS) BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			14		14
2	1,501-2,100	5	2	9		16
3	1,201-1,500	14	2	9		25
4	901-1,200	37	5	5	1	48
5	601-900	90	16	12	2	120
6	401-600	91	13	9	1	114
7	201-400	76	6	15	3	100
8	1-200	70	2	16	2	90
Total		383	46	89	9	527

Number of questionnaires sent - 640
Number of questionnaires completed - 527
Percentage of return - 82%

TABLE II

PUPIL ENROLLMENT OF SCHOOLS RETURNING QUESTIONNAIRES (PUBLIC SCHOOLS) BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			37,607		37,607
2	1,501-2,100	8,896	3,270	16,001		28,167
3	1,201-1,500	18,447	2,725	12,323		33,495
4	901-1,200	38,273	5,256	5,248	1,175	49,952
5	601-900	65,698	11,621	8,704	1,316	87,339
6	401-600	44,849	6,397	4,264	425	55,935
7	201-400	23,027	1,940	4,420	829	30,216
8	1-200	5,343	198	2,333	352	8,226
	Total	204,533	31,407	90,900	4,097	330,937

Total pupil enrollment in Arizona schools, May 1966 - 364,986*
Total pupil enrollment of schools returning questionnaires - 330,937
Percentage of pupil enrollment represented by questionnaires - 91%

*Annual Report of the Superintendent of Public Instruction, 1965-66, p. 45.

CHAPTER IV

LIBRARY ORGANIZATION, FACILITIES, AND SERVICES

Efficient organization, functional facilities, and practical services are vital to a successful school library program. A centralized library is basic to such a program, offering a variety of materials, facilities, and services to meet the needs and abilities of individual students.

Centralized Libraries

A centralized collection is greater in scope, a much richer resource than a classroom collection. A centralized library is directed by a trained librarian and is organized for easy accessibility to pupils and teachers.[1]

Classroom collections never constitute a substitute for a library in the school having 200 or more students.[2] In schools having several teachers, but fewer than 200 students, it is desirable to have a central library room that is large enough to seat one class group and house a basic materials collection. In two-teacher schools serving different grade groups (1 - 3 and 4 - 6, for example), each room is best served by having its own collection.[3]

Instructions included with the basic questionnaire defined the terms central library, instructional materials center, and classroom collection. Schools were asked to categorize their own libraries on the basis of these definitions.

Table III shows that, of the 516 respondents to the question, 445 (86 per cent) reported having a centralized library. These included 304 (82 per cent) of the elementary schools, 44 (98 per cent) of the junior high schools, 89 (100 per cent) of the senior high schools, and 8 (89 per cent) of the combined elementary-high schools.

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[1] Washington State Department of Public Instruction, School Library and Audio Visual Survey, (Olympia: 1964), p. 10.

[2] American Association of School Librarians, Standards for School Library Programs, (Chicago: American Library Association, 1960), p. 89.

[3] *Ibid*., p. 104.

Of the 331 schools with an enrollment of more than four hundred, 324 (98 per cent) reported having a centralized library.

On the basis of pupil enrollment, 96 per cent of the pupils represented by respondents to the questionnaire item were served by centralized libraries. This compares to 70 per cent for the whole United States and 68 per cent for the Southwestern States as reported for the school year 1960-61 by the United States Office of Education.[4]

Table IV, page 22, indicates that classroom collections only were reported by 71 schools (14 per cent) of the total schools responding. These schools, mostly elementary with small enrollments, comprised a total enrollment of 11,945, a mere 4 per cent of the total enrollment represented by respondents to the questionnaire item.

National standards recommend that the school library of today should serve the school as an instructional materials center housing books and other printed materials, films, recordings, and newer media.[5] Appendix Table XXXIV, page 95, shows that 117 (23 per cent) of the 516 schools responding reported that their centralized libraries were organized under the instructional materials center concept.

Appendix Table XXXV, page 96, contrasts the number of schools reporting various types of library service by school size and level of instruction and indicates that 49 schools reported maintaining classroom collections in addition to centralized collections.

School Term Open Library Hours

The school library should be available for use by individual students and by class groups throughout the school day. Unless local conditions dictate otherwise, the library should be open at least one-half hour before classes begin and at least one hour after classes end. For good service in junior and senior high schools, the library should remain open until at least five o'clock. There is growing approval that school libraries should be open for use on Saturdays and that high

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[4] Mary Helen Mahar and Doris C. Holladay, Statistics of Public School Libraries - Part I, United States Department of Health, Education, and Welfare, Circular OE-15049, (Washington: Government Printing Office, 1964), p. 8.

[5] American Association of School Librarians, op. cit., p. 11.

TABLE III

CENTRALIZED LIBRARY COLLECTIONS BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total %
1	Over 2,100			$\frac{14}{14}$		$\frac{14}{14}$ 100%
2	1,501-2,100	$\frac{5}{5}$	$\frac{2}{2}$	$\frac{9}{9}$		$\frac{16}{16}$ 100%
3	1,201-1,500	$\frac{13}{14}$	$\frac{2}{2}$	$\frac{9}{9}$		$\frac{24}{25}$ 96%
4	901-1,200	$\frac{36}{36}$	$\frac{5}{5}$	$\frac{5}{5}$	$\frac{1}{1}$	$\frac{47}{47}$ 100%
5	601-900	$\frac{86}{89}$	$\frac{16}{16}$	$\frac{12}{12}$	$\frac{2}{2}$	$\frac{116}{119}$ 97%
6	401-600	$\frac{85}{88}$	$\frac{12}{12}$	$\frac{9}{9}$	$\frac{1}{1}$	$\frac{107}{110}$ 98%
7	201-400	$\frac{58}{74}$	$\frac{6}{6}$	$\frac{15}{15}$	$\frac{3}{3}$	$\frac{82}{98}$ 84%
8	1-200	$\frac{21}{67}$	$\frac{1}{2}$	$\frac{16}{16}$	$\frac{1}{2}$	$\frac{39}{87}$ 45%
	Total	$\frac{304}{373}$ 82%	$\frac{44}{45}$ 98%	$\frac{89}{89}$ 100%	$\frac{8}{9}$ 89%	$\frac{445}{516}$ 86%

Note: Numerator - number of schools having centralized library collections

Denominator - number of schools answering questionnaire item

(Of the 325,828 pupils represented by respondents to the item, 313,883 (96 per cent) are served by centralized libraries.)

TABLE IV

NUMBER AND PER CENT OF SCHOOLS WITH ONLY CLASSROOM LIBRARY COLLECTIONS BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100					
2	1,501-2,100					
3	1,201-1,500	1 - 7%				1 - 4%
4	901-1,200					
5	601-900	3 - 3%				3 - 3%
6	401-600	3 - 3%				3 - 3%
7	201-400	16 - 22%				16 - 16%
8	1-200	46 - 69%	1 - 50%		1 - 50%	48 - 55%
	Total	69 - 18%	1 - 2%		1 - 11%	71 - 14%

Note: The 71 schools reporting classroom collections only comprise 14 per cent of the 516 schools answering the questionnaire item. The enrollment of the 71 schools represents only 4 per cent of the total enrollment of the 516 schools.

school libraries should be open at night.[6]

Arizona schools reported open library hours in various combinations on school days. Table V gives a range of total open library hours per week by level of instruction. Of the 458 schools reporting, 268 (59 per cent) were open more than thirty-five hours per week. These included 158 (50 per cent) of 316 elementary schools, 33 (75 per cent) of 44 junior high schools, 74 (83 per cent) of 89 senior high schools, and 3 (33 per cent) of 9 combined elementary-high schools. The range occurring most frequently was 36 - 40 hours, reported by 209 (46 per cent) of the 458 schools reporting.

The average open library hours per week are indicated in Appendix Table XXXVI, page 97. The averages reported were 32.6 in the elementary school, 37.8 in the junior high school, 41.9 in the senior high school, and 30.8 in the combined elementary-high school. The average total hours per week open for all schools reporting was 34.8.

Only 2 of 458 schools reporting opened their libraries regularly on Saturday. No Sunday hours were indicated.

Summer Open Library Hours

In communities where good public libraries are not available or not easily accessible for children and young people, it is desirable that the school library remain open during the summer even if there is no summer school session. Many schools have successfully put this plan into operation.[7]

Table VI denotes the number of schools, by school size and level of instruction, reporting summer open library hours. Of the 439 schools responding, 135 (31 per cent) kept their libraries open during sessions of summer school. Fifty-five (16 per cent) of the 350 respondents to another question reported summer open library hours other than during summer school sessions.

Statistics for the latest year available, 1960-61, indicated only 9 per cent of United States schools had a summer library program. In the Southwestern States, only 10 per cent had such a program.[8]

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[6] Oregon State Department of Education, Study of Elementary, Junior High, and Senior High Libraries of Oregon, (Salem: 1965), p. 34.

[7] American Association of School Librarians, op. cit., p. 88.

[8] Mahar and Holladay, op. cit., p. 28.

TABLE V

RANGE OF TOTAL HOURS PER WEEK LIBRARY IS OPEN BY LEVEL OF INSTRUCTION

Hours Open	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1 - 5	6			1	7
6 - 10	14				14
11 - 15	14	1			15
16 - 20	15			1	16
21 - 25	13	1			14
26 - 30	25	3	5	1	34
31 - 35	71	6	10	3	90
36 - 40	148	26	32	3	209
41 - 45	10	6	26		42
46 - 50		1	8		9
51 - 55			4		4
56 - 60			3		3
61 - 80			1		1
Total	316	44	89	9	458

Use of Library as a Study Hall

Much has been written and conjectured concerning the organized use of the library as a study hall and of the librarian as a study hall monitor or teacher. National standards strongly discourage such practices, implying that they abuse the librarian's energies and waste her talents.

Table VII indicates that only 61 (14 per cent) of the 433 schools responding used the library as a study hall on a regular basis. This compares to United States and Southwestern States figures of 13 per cent and 25 per cent respectively.[9]

Of the Arizona schools reporting, library study halls were maintained in only 8 per cent of the elementary schools, 16 per cent of the junior high schools, 33 per cent of the senior high schools, and 37 per cent of the combined elementary-high schools. Study halls were more prevalent in schools with enrollments of less than 600. Each school reporting a library study hall indicated that the librarian had responsibility connected with it.

Basis on Which Library is Used

The school library should be available for use by individual students as the occasion demands. Flexible scheduling should enable the teacher to bring his class to the library at the times best suited for the purpose of classroom instruction. Simplified attendance procedures make it possible for the student to have quick and easy access to the library from the classroom.[10]

Arizona schools were asked to indicate whether student use of the library was voluntary, scheduled, or a combination of voluntary and scheduled. Table VIII shows the basis on which school libraries are used in 475 schools responding to the questionnaire item. Thirty-three (7 per cent) indicated voluntary use only, 34 (7 per cent) indicated scheduled use only, and 408 (86 per cent) reported a combination of voluntary and scheduled use. The latter figure contrasts with 62 per cent for the United States and 51 per cent for the Southwestern States, as indicated by national statistics for the year 1960-61.[11]

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[9] _Ibid_.

[10] American Association of School Librarians, _op_. _cit_., p. 87.

[11] Mahar and Holladay, _loc_. _cit_.

TABLE VI

NUMBER OF SCHOOLS INDICATING SUMMER OPEN LIBRARY HOURS BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			9-(12)/1-(11)		9-(12)/1-(11)
2	1,501-2,100	3-(5)/1-(5)	1-(2)/0-(1)	4-(9)/2-(7)		8-(16)/3-(13)
3	1,201-1,500	9-(12)/1-(8)	2-(2)/0-(0)	2-(9)/1-(7)		13-(23)/2-(15)
4	901-1,200	14-(29)/5-(26)	2-(5)/1-(2)	0-(4)/0-(4)	0-(1)/0-(1)	16-(39)/6-(33)
5	601-900	35-(74)/14-(62)	3-(15)/1-(12)	1-(12)/2-(10)	0-(2)/0-(2)	39-(103)/17-(86)
6	401-600	22-(78)/13-(65)	0-(11)/1-(10)	0-(9)/1-(9)	0-(1)/1-(1)	22-(99)/16-(85)
7	201-400	18-(62)/3-(44)	1-(4)/2-(4)	0-(14)/2-(11)	0-(3)/0-(3)	19-(83)/7-(62)
8	1-200	8-(46)/2-(32)	0-(1)/0-(1)	1-(15)/1-(11)	0-(2)/0-(1)	9-(64)/3-(45)
	Total	109-(306)/39-(242)	9-(40)/5-(30)	17-(84)/10-(70)	0-(9)/1-(8)	135-(439)/55-(350)

Note: Numerators: First number = total of schools opening library during summer school session.
Second number (parentheses) = total of schools answering this item.

Denominators: First number = total of schools maintaining other summer open library hours.
Second number (parentheses) = total of schools answering this item.

TABLE VII

USE OF LIBRARY AS A STUDY HALL BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{2}{14}$		$\frac{2}{14}$ 14%
2	1,501-2,100	$\frac{1}{5}$	$\frac{0}{2}$	$\frac{3}{9}$		$\frac{4}{16}$ 25%
3	1,201-1,500	$\frac{0}{12}$	$\frac{0}{2}$	$\frac{2}{9}$		$\frac{2}{23}$ 9%
4	901-1,200	$\frac{3}{34}$	$\frac{0}{5}$	$\frac{0}{5}$	$\frac{0}{1}$	$\frac{3}{45}$ 7%
5	601-900	$\frac{4}{83}$	$\frac{4}{16}$	$\frac{1}{12}$	$\frac{1}{2}$	$\frac{10}{113}$ 9%
6	401-600	$\frac{4}{82}$	$\frac{2}{12}$	$\frac{4}{9}$	$\frac{1}{1}$	$\frac{11}{104}$ 11%
7	201-400	$\frac{7}{56}$	$\frac{1}{6}$	$\frac{7}{15}$	$\frac{1}{3}$	$\frac{16}{80}$ 20%
8	1-200	$\frac{3}{20}$	$\frac{0}{1}$	$\frac{10}{16}$	$\frac{0}{1}$	$\frac{13}{38}$ 34%
	Total	$\frac{22}{292}$ = 8%	$\frac{7}{44}$ = 16%	$\frac{29}{89}$ = 33%	$\frac{3}{8}$ = 37%	$\frac{61}{433}$ = 14%

Note: Numerator = number of schools answering "yes" to question.
Denominator = total number of schools replying to question.

Size of Area for Library Services

In order to provide good service, the library quarters must be easily accessible, large enough to take care of the needs of all student and faculty groups, and planned for the comfort and convenience of its users. The space requirements are determined by the school program, enrollment size, the number and types of materials to be housed, and the elements of functional arrangement that afford effective service.[12]

The data with regard to average gross floor area for library services in those schools having centralized libraries are shown in Appendix Table XXXVII, page 98. Schools with larger enrollments reported larger areas for library services. As expected, senior high school reports indicated the greatest areas with an average of 3,121 square feet. This compares with 1,190 square feet for elementary schools, 1,682 square feet for junior high schools, 2,016 square feet for combined elementary-high schools, and 1,631 square feet for the average of all schools reporting.

Normal Study Seating Capacity

School library areas should provide study or reading seating space for ten per cent of the enrollment in schools with more than 550 students and a minimum seating capacity for 45 - 55 students in schools having 200 - 550 students.[13]

The categories of school size, necessarily selected because of other aspects of the study, did not permit the accumulation and tabulation of precise information for purposes of comparison with the standards above. Because school sizes Six and Seven (enrollments 401 - 600 and 201 - 400) closely approximate enrollments of 200 - 550, meaningful comparisons can be made.

Appendix Table XXXVIII, page 99, shows that, of the 172 schools reporting an enrollment of 201 - 600 students, 71 (41 per cent) indicated a library seating capacity of at least ten per cent. The average seating capacity was 38.

Of the 208 schools having an enrollment of more than 600 students, only 18 (9 per cent) indicated a library seating capacity of at least ten per cent. The average seating capacity among these schools was 62.

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[12] American Association of School Librarians, op. cit., p. 92.

[13] American Association of School Librarians, op. cit., p. 93

TABLE VIII

BASIS ON WHICH LIBRARY IS USED BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary			Junior High			Senior High			Elem.-H.S. Combined			Total		
		Vol	Sch	Both	Vol	Sch	Both	Vol	Sch	Both	Vol	Sch	Both	Vol	Sch	Both
1	Over 2,100							2		13				2		13
2	1,501-2,100			5			2			9						16
3	1,201-1,500			12			2	1		8				1		22
4	901-1,200	1	3	33			5			5			1	1	3	44
5	601-900	2	10	75		1	15		1	11			2	2	12	103
6	401-600	3	10	74	1	1	9	1		8			1	5	11	92
7	201-400	3	5	54			6			15			3	3	5	78
8	1-200	18	3	22			1	1		15			2	19	3	40
	Total	27	31	275	1	2	40	5	1	84	-	-	9	33	34	408

Note: First number (Vol) - number of schools indicating voluntary only.

Second number (Sch) - number of schools indicating scheduled only.

Third number (Both) - number of schools indicating both voluntary and scheduled use of library.

The average library seating capacity of all schools was 50. Approximately 7 per cent of Arizona school children can be seated in libraries. Of the 410 schools responding to the questionnaire item, 125 (30 per cent) can seat at least ten per cent of their enrollment.

Physical Facilities of School Libraries

According to national standards, library quarters should be large enough to house the collections of materials required for the needs of students and faculty and to provide for the effective and convenient use of these materials.

Adequate space should be planned for the reading, viewing, and listening pursuits of students and faculty, for the arrangement and housing of materials and equipment, for the acquisition and preparation of materials, and for the management of the library. The library suite should also contain enough classroom and conference space to meet the special needs of students, teachers, and librarians in the use of library materials and in teaching students how to use the library and its resources.[14]

Table IX shows the number of schools with centralized libraries having certain types of facilities. The most frequently reported library facility was the reading room, maintained by 304 (68 per cent) of the 445 schools responding. Only 73 (16 per cent) reported a conference room, 278 (62 per cent) had a library work room, 190 (43 per cent) had a librarian's office, 145 (33 per cent) had a library classroom, and only 48 (11 per cent) reported the use of study carrels.

Ninety-seven (22 per cent) of the respondents reported an audiovisual room in the library, 75 (17 per cent) maintained an area for teacher preparation of materials, and 149 (33 per cent) had an area for a professional library.

Library Services to Students and Teachers

The most important part of the library program is the work with students and teachers, those activities and services that make the library an educational force.[15]

An important section of the questionnaire dealt with library services. Librarians were asked to describe the important services rendered to students, teachers, and the educational program.

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[14] Ibid., p. 93-94.

[15] Ibid., p. 7.

TABLE IX

NUMBER AND PER CENT OF SCHOOLS WITH CENTRALIZED LIBRARIES HAVING CERTAIN TYPES OF FACILITIES BY LEVEL OF INSTRUCTION

Library Facilities	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
Reading Room	189-62%	34-77%	73-82%	8-100%	304-68%
Conference Room	38-13%	11-25%	23-26%	1-13%	73-16%
Library Work Room	168-55%	31-70%	73-82%	6-75%	278-62%
Librarian's Office	126-41%	16-36%	43-48%	5-63%	190-43%
Library Classroom	116-38%	11-25%	16-18%	2-25%	145-33%
Audio Visual Room	60-20%	12-27%	24-27%	1-13%	97-22%
Carrel	11- 4%	7-16%	27-30%	3-38%	48-11%
Area for Teacher Preparation of Materials	45-15%	9-20%	20-22%	1-13%	75-17%
Area for Professional Library	95-31%	15-34%	35-39%	4-50%	149-33%
Exhibit and Demonstration Areas	50-16%	10-23%	26-29%	3-38%	89-20%
Departmental Libraries	13-4%	3- 7%	7- 8%	2-25%	25- 6%
Number of Schools Reporting Centralized Libraries	304	44	89	8	445

Most librarians said they provided teachers with information about new materials. Many librarians reported seeking teacher help in the selection of new materials. About 20 per cent occasionally helped teachers plan units of instruction. Most librarians reported that they regularly helped students in the selection of books and other materials and assisted students in developing good tastes in reading. Other important services included helping to develop desirable attitudes toward care of library and school property, assisting students in research projects, and helping to develop skills in the use of books and libraries.

Many librarians reported the use of demonstrations in introducing new materials and the use of book talks to arouse interest in increased reading. Many librarians placed particular importance on supplying classroom collections as needed.

Audio Visual Services

As previously indicated, the survey did not purport to delve deeply into the audio-visual aspects of school library programs. Appendix Table XXXIX, page 100, shows the number of schools by size and level of instruction which offer audio-visual service as a function of the library. These included 51 per cent of the elementary respondents, 45 per cent of the junior high respondents, 63 per cent of the senior high respondents, and 75 per cent of the combined elementary-high school respondents. Of the 470 schools reporting, 251 (53 per cent) gave audio-visual service through the library.

It should not be concluded that the audio-visual service reported was of particular magnitude or excellence. Many librarians reporting audio-visual service were extremely critical of their own roles in this vital field. Many apologized for small collections of outdated film strips and aging phonograph records.

Appendix Table XL, page 101, indicates that 307 (58 per cent) of the 527 schools answering the item reported membership in school districts which operated separate central audio-visual services.

Appendix Table XLI, page 102, shows the number of schools with membership in an Arizona film cooperative. Of the 527 schools responding to the questionnaire, 131 schools (25 per cent) reported membership in an Arizona film cooperative. The total included 21 per cent of the elementary schools, 22 per cent of the junior high schools, 43 per cent of the senior high schools, and 22 per cent of the combined elementary-high schools.

CHAPTER V

LIBRARY PERSONNEL

An optimum library program is essentially dependent upon the services of a well prepared professional and clerical staff. No matter how extensive the collections, how large the budget, or how spacious the quarters, a school library cannot function fully as an educational force in the school if the size of the library staff is inadequate or if the librarians are lacking in the special qualifications their work requires.[1]

Assignment of Librarians

Quantitative standards suggest that for a school's first 900 students or fraction thereof, one professional librarian for each 300 students or major fraction thereof be assigned full-time to the library. For each additional 400 students or major fraction thereof, one additional librarian should be assigned. The minimum enrollment recommended for a full-time librarian is 200 students.[2]

Table X shows the number of schools using various types and combinations of personnel as school librarians. Of the 437 schools with centralized libraries responding, 65 (15 per cent) used a teacher-librarian only, 8 (2 per cent) used a certificated librarian and a teacher-librarian, 297 (68 per cent) used one certificated librarian, 21 (5 per cent) used two certificated librarians, 3 schools reported use of three certificated librarians, and 43 (10 per cent) reported use of a non-certificated librarian.

Most teacher-librarians and non-certificated librarians were assigned in elementary libraries. This incidence is further demonstrated by Appendix Table XLII, page 103, which shows a range of school use of professional library personnel. Of the 388 schools reporting, 348 (90 per cent) used only one certificated librarian, 33 (8 per cent) used only two, 3 schools used three, 3 schools used four, and 1 school reported using six. Thirty-two of the 40 schools reporting use of more than one certificated librarian were senior high schools.

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[1] American Association of School Librarians, Standards for School Library Programs, (Chicago: American Library Association, 1960), p. 47.

[2] Ibid., pp. 54-55.

TABLE X

NUMBER OF SCHOOLS WITH CENTRALIZED LIBRARIES HAVING VARIOUS TYPES AND COMBINATIONS OF PERSONNEL SERVING AS SCHOOL LIBRARIANS, BY LEVEL OF INSTRUCTION

Type of Librarian	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
Teacher-Librarian only	45	4	12	4	65 - 15%
Certificated Librarian AND Teacher-Librarian	1	1	6		8 - 2%
One Certificated Librarian	211	36	45	5	297 - 68%
Two Certificated Librarians	1		20		21 - 5%
Three Certificated Librarians			3		3 -
Non-Certificated Librarian	41	1	1		43 - 10%
Total	299	42	87	9	437

Table XI gives a report of the hours per week worked in libraries by professional (certificated) personnel. Although 388 schools indicated the assignment of a certificated librarian, 55 schools (14 per cent) reported less than ten hours worked per week in the library. Thirty-seven schools (10 per cent) reported librarian work assignments of only 10-19 hours. Thirty-three schools (9 per cent) indicated their libraries had librarian service only 20-29 hours per week. Thus, at least one-third of Arizona school libraries using professional personnel have less than a full-time librarian. These schools use a teacher-librarian or share a full-time librarian with another school.

As indicated in Appendix Table XLIII, page 104, with 388 schools reporting, the average total hours per week worked in school libraries by professional personnel was elementary - 27, junior high - 37, senior high - 51, combined elementary-high - 29, and all schools reporting - 34 hours per week.

Teacher-librarians

As reported in Table X, page 34, 73 (17 per cent) of the schools with centralized libraries assign teacher-librarians to library services. Appendix Table XLIV, page 105, records the wide range of hours that teacher-librarians are assigned to library services. Appendix Table XLV, page 106, shows the average hours per week that teacher-librarians are assigned to library services. The average for the 73 schools reporting was seventeen hours. Many teacher-librarians reported teaching a full load and working in the library in out-of-school hours as an extra assignment.

Preparation of Librarians

The national standards note that a broad, general education is essential for school librarians. The professional training of school librarians should meet state, regional, and local requirements for certification. The five-year program is recognized as being desirable for most school librarians.[3]

Current standards for Arizona recommend that a librarian have a minimum of 18 semester hours in library science and should hold a basic teaching certificate at the level to be served. This qualifies the librarian as a certified librarian.

Prior to July 1, 1965, a librarian could be certified with a minimum of 6 semester hours in library science and the proper teaching certificate to work in schools of less than two hundred enrollment.

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[3] *Ibid.*, pp. 58-60.

TABLE XI

RANGE OF HOURS PER WEEK WORKED IN LIBRARY BY PROFESSIONAL PERSONNEL, BY LEVEL OF INSTRUCTION

Range of Hours Worked	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1 - 9	53			2	55
10 - 19	28	3	6		37
20 - 29	26	1	6		33
30 - 39	49	10	10	5	74
40 - 49	90	28	35	2	155
50 - 59	1		6		7
60 - 69					
70 - 79			6		6
80 - 89	1		17		18
90 - 99					
100 - 119			1		1
120 - 139			1		1
140 - 159			1		1
Total	248	42	89	9	388

Prior to October 1, 1966, a librarian could be certified with a minimum of 15 semester hours in library science and the proper teaching certificate to work in schools of more than two hundred enrollment. The enactment of new requirements in 1965 and 1966 allowed the continued certification of those personnel qualifying under the old standards.

Table XII shows the number of schools served by certified librarians. Of the 447 schools responding to the question, 369 (83 per cent) reported service by certified librarians. These included 214 (77 per cent) of the elementary schools, 35 (81 per cent) of the junior high schools, 112 (96 per cent) of the senior high schools, and 8 (100 per cent) of the combined elementary-high schools.

An average of twenty-five semester hours of library science training was reported by school librarians in 384 responding schools, as shown in Table XIII, page 39. The senior high school librarians had an average of 32 hours, followed by junior high - 27 hours, combined elementary-high school - 28 hours, and elementary - 22 hours.

A range of total semester hours of library science preparation is shown in Appendix Table XLVI, page 107. Of 391 respondents to the questionnaire item, 238 (51 per cent) reported more than twenty semester hours. Seventy-three (19 per cent) reported more than 35 semester hours.

Degree Status of Librarians

As reported in Appendix Table XLVII, page 108, Arizona schools reported 200 librarians with only bachelors degrees and 203 librarians with masters degrees. Of 118 senior high librarians reporting, 76 (64 per cent) had masters degrees. Only 44 per cent of the elementary librarians reported masters degrees. These figures compare with statistics for all Arizona teachers for the year 1965-66, which show that 62 per cent held bachelors degrees and nearly 38 per cent held masters degrees. In the same year 62 per cent of all secondary teachers, and 27 per cent of all elementary teachers held masters degrees.[4]

In responding to the survey, only 25 librarians reported 5th year degrees from American Library Association accredited library schools.

Professional Affiliation of Librarians

Many of Arizona's school librarians are affiliated with state and national professional organizations. Librarians were asked to

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[4] Arizona Education Association, Select Statistics on Arizona Pupils and Teachers, 1965-66, Phoenix, 1966, p. 17.

TABLE XII

NUMBER OF SCHOOLS SERVED BY CERTIFIED LIBRARIANS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{29}{29}$		$\frac{29}{29}$
2	1,501-2,100	$\frac{4}{4}$	$\frac{2}{2}$	$\frac{16}{16}$		$\frac{22}{22}$
3	1,201-1,500	$\frac{7}{10}$	$\frac{2}{2}$	$\frac{13}{13}$		$\frac{22}{25}$
4	901-1,200	$\frac{29}{35}$	$\frac{5}{5}$	$\frac{5}{5}$	$\frac{1}{1}$	$\frac{40}{46}$
5	601-900	$\frac{72}{82}$	$\frac{14}{16}$	$\frac{13}{14}$	$\frac{2}{2}$	$\frac{101}{114}$
6	401-600	$\frac{66}{83}$	$\frac{9}{12}$	$\frac{9}{9}$	$\frac{1}{1}$	$\frac{85}{105}$
7	201-400	$\frac{33}{52}$	$\frac{3}{5}$	$\frac{15}{15}$	$\frac{3}{3}$	$\frac{54}{75}$
8	1-200	$\frac{3}{13}$	$\frac{0}{1}$	$\frac{12}{16}$	$\frac{1}{1}$	$\frac{16}{31}$
	Total	$\frac{214}{279}$	$\frac{35}{43}$	$\frac{112}{117}$	$\frac{8}{8}$	$\frac{369}{447}$

Note: Numerator - number of schools reporting certified librarians.

Denominator - number of schools responding to questionnaire item.

TABLE XIII

AVERAGE LIBRARY SCIENCE TRAINING OF LIBRARIANS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{40}{30}$		$\frac{40}{30}$
2	1,501-2,100	$\frac{22}{3}$	$\frac{29}{2}$	$\frac{35}{16}$		$\frac{33}{21}$
3	1,201-1,500	$\frac{22}{9}$	$\frac{28}{2}$	$\frac{33}{13}$		$\frac{29}{24}$
4	901-1,200	$\frac{23}{31}$	$\frac{31}{5}$	$\frac{34}{5}$	$\frac{24}{1}$	$\frac{25}{42}$
5	601-900	$\frac{22}{74}$	$\frac{26}{16}$	$\frac{27}{14}$	$\frac{45}{2}$	$\frac{23}{106}$
6	401-600	$\frac{22}{65}$	$\frac{30}{9}$	$\frac{28}{9}$	$\frac{28}{1}$	$\frac{23}{84}$
7	201-400	$\frac{21}{37}$	$\frac{21}{4}$	$\frac{28}{14}$	$\frac{22}{3}$	$\frac{23}{58}$
8	1-200	$\frac{12}{5}$		$\frac{21}{13}$	$\frac{18}{1}$	$\frac{19}{19}$
	Total	$\frac{22}{224}$	$\frac{27}{38}$	$\frac{32}{114}$	$\frac{28}{8}$	$\frac{25}{384}$

Note: Numerator = average number of semester hours in library science held by librarians.

Denominator = number of librarians answering this item.

indicate membership in professional associations. Appendix Table XLVIII, page 109, shows that, of the 447 librarians answering the item, 121 (27 per cent) were members of the American Library Association, 254 (57 per cent) were members of the Arizona School Library Association, 318 (71 per cent) belonged to the National Education Association, and 313 (70 per cent) were members of the Arizona Education Association. The statistics show that senior high librarians led their elementary and junior high colleagues in professional organization participation.

Many librarians also reported membership in local district classroom teachers organizations and local associations of librarians.

Length of Contract and Salaries of Librarians

The national standards recommend that the librarian be on a salary, work, and vacation schedule equal to that for professional school employees of comparable professional education, experience, and responsibility.

In those schools where the library is kept open for use during the summer, adequate staff should be provided and paid on a basis comparable to that for the regular school year. Where it is necessary for the school librarian to work for a week or two after the close of the regular school year and one or more weeks before the opening of the school year, over and above the requirements made of the faculty as a whole, he should be compensated for the extra time on the same salary basis as for his work during the school year.[5]

Many of Arizona's school librarians have responsibilities which extend beyond the regular school year. Appendix Table XLIX, page 110, illustrates the length of contract of school librarians. Of 396 respondents to the questionnaire item, 226 (57 per cent) reported a regular nine month working year. Sixty librarians (15 per cent) were employed for nine and one-half months. Ninety-seven (25 per cent) reported a contract of ten months, and 13 (3 per cent) worked ten and one-half months or longer.

The schools with larger enrollments, particularly in the junior and senior high school categories, have a higher incidence of librarians working under an extended contract.

Salaries of Arizona teachers are considerably above the national average. Many of the salaries reported by librarians were for more than the regular nine month school year. In tabulating the information yielded by the questionnaire item, no attempt was made to convert salary figures to a nine month equivalent.

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[5] American Association of School Librarians, *op. cit.*, p. 56-57.

Table XIV shows the range of salaries paid to public school librarians in the school year 1966-67, as reported by 390 respondents. Only 9 (2 per cent) reported a salary of less than $5,000. Sixty-four librarians (16 per cent) reported salaries between $5,000. and $5,499, the range of most frequency. The median salary range was $7,000. - $7,499. One hundred forty-five librarians (37 per cent) reported salaries in excess of $8,000., and 67 librarians (17 per cent) were paid more than $9,000.

Clerical Library Personnel

Because of the amount of secretarial and clerical work in the library, national standards recommend one clerk for each 600 students or major fraction thereof. The minimum enrollment for a full-time clerk is 200 students. Volunteer help by parents and other workers should be considered as no more than temporary substitutes filling a gap until the time when adequate professional and clerical staff are employed.[6]

Table XV gives a range of school use of paid clerical library personnel. Of the 406 schools with centralized libraries having enrollments in excess of two hundred students, only 246 (61 per cent) reported the use of paid library clerks. Of the 246 schools with clerks, 208 (85 per cent) employ only one clerk. As indicated previously in Table X, page 34, 43 of these clerks serve as librarians in schools having no professional librarians.

Twenty-seven (11 per cent) of the schools with clerks reported two clerks employed, and 6 (2 per cent) reported the employment of three clerks. Four schools reported the employment of 4 library clerks, and one large senior high school reported the presence of 15 paid library clerks.

The range of hours per week worked in the library by clerical personnel is shown in Appendix Table L, page 111. Of the 244 schools answering the item and indicating the use of paid clerical library personnel, 65 (27 per cent) had less than half-time use of one clerk. Ninety-nine schools (41 per cent) of the schools with clerks had full-time use of one or more library clerks.

The average total of hours per week worked in school libraries by paid clerical personnel is reported in Appendix Table LI, page 112. For all 244 schools responding, the average was thirty-four hours per week. The average hours per week worked by clerks at the various levels of instruction were elementary - 28, junior high - 28, senior high - 56, and combined elementary-high school - 26.

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[6] _Ibid._, p. 25

TABLE XIV

RANGE OF SALARIES PAID TO PUBLIC SCHOOL LIBRARIANS IN SCHOOL YEAR 1966-67, BY LEVEL OF INSTRUCTION

Range of Salaries	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
0 - $4999	5		2	2	9
$5000 - $5499	36	4	23	1	64
$5500 - $5999	23	5	6	1	35
$6000 - $6499	19	1	3	1	24
$6500 - $6999	22	2	10		34
*$7000 - $7499	28	3	11	1	43
$7500 - $7999	22	5	10		37
$8000 - $8499	21	8	9		38
$8500 - $8999	22	5	12		39
$9000 - $9499	26	2	8	1	37
$9500 - $9999	7		10		17
$10,000 - $10,499	2	3	6		11
$10,500 -	1		1		2
Total	234	38	111	7	390

* Median salary range

TABLE XV

RANGE OF SCHOOL USE OF PAID CLERICAL LIBRARY PERSONNEL, BY LEVEL OF INSTRUCTION

Number of Clerical Personnel	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	158	19	28	3	208
2	10	1	15	1	27
3	3		3		6
4	1		3		4
15			1		1
Total	172	20	50	4	246

Note: Figures indicate the number of schools which use paid clerical library personnel in the numbers shown.

Student Library Assistants

Frequently students are of valuable assistance in good school library programs, although the work of unpaid students cannot be interpreted as being the equivalent of activities conducted by school librarians, or as a justifiable substitute for the services of salaried clerical personnel.[7]

Information was requested concerning student participation in library services, particularly the total hours of unpaid student help. Of the 445 schools reporting centralized libraries, only 160 (36 per cent) indicated the use of organized student help in the library. Appendix Table LII, page 113, shows that in the 160 schools using student help, the average total of hours per week worked was forty-eight hours. The average hours per week worked by unpaid students at the various levels of instruction were elementary - 21, junior high - 38, senior high - 80, and combined elementary-high school - 48.

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[7] *Ibid.*, p. 58

CHAPTER VI

MATERIALS COLLECTIONS

Because the effectiveness of a school library program is greatly dependent upon the quantity, quality, and accessibility of materials, an essential part of the survey was concerned with an assessment of the organization and adequacy of these materials in the school libraries of Arizona.

Size of Book Collections

The standards for the size of the library's collections recommend materials in sufficient quantity so that three aspects of a functional library program may be realized: good service to teachers and students, the easy accessibility of materials, and the availability of materials on a wide range of subjects and in many forms of expression.[1]

Books are the most important of all library resources. No well-selected book collection is ever too large for children or young adults. To provide books on all topics included in the curriculum and for all purposes of the instructional program requires a book collection of no mean size.[2]

National quantitative standards for schools having more than two hundred pupils recommend 10 books per pupil, although no collection should contain less than 6,000 books. Smaller schools, where circumstances permit, can use collections of proportionate size.[3]

In an effort to evaluate any recent improvement in book collections and to determine the possible impact of Title II, Public Law 89-10, the Elementary and Secondary School Act of 1965, librarians were asked to furnish collection information for two years, 1965 and 1966.

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[1] American Association of School Librarians, Standards for School Library Programs, (Chicago: American Library Association, 1960), p. 76.

[2] Ibid.

[3] Ibid., p. 77.

Table XVI shows the average total of volumes and the average number of books per pupil in school libraries on 30 June, 1965. Two hundred ninety-three elementary schools reported an average of 4,520 volumes, 8 books per pupil. Thirty-seven junior high schools reported an average of 4,453 volumes, 7 books per pupil. Eighty-five senior high schools reported an average of 8,483 volumes, 8 books per pupil, and nine combined elementary-high schools indicated an average of 6,401 volumes, 14 books per pupil. The average holding of all schools responding was 5,438 volumes, 8 books per pupil. The total holding reported was 2,267,672 volumes.

Table XVII, page 48, indicates the following average total of volumes added to school libraries during 1965-66: elementary - 668, junior high - 787, senior high - 1,215, and combined elementary-high school - 455. The average addition for all schools reporting was 783 volumes. The total addition reported by all schools was 330,595 volumes. These additions, reported by 424 schools, represent nearly one book per pupil in Arizona.

Whereas 424 schools reported holdings as of June, 1965, and 422 schools responded with reports of additions to collections during 1965-66, only 335 schools reported concerning volumes withdrawn from collections during 1965-66. This is shown in Appendix Table LIII, page 114. The average totals of volumes withdrawn as reported were elementary - 233, junior high - 910, senior high - 518, combined elementary-high - 383, and all schools responding - 363.

The number of schools reporting collection data as of 30 June, 1966, was 477, an increase of 53 over the report of June, 1965. Some of this difference was due to the natural increase of (new) schools. Also, according to reports from librarians, the intervening year and the availability of federal funds for library programs enabled some schools to acquire a library collection for the first time.

Table XVIII gives the average total of volumes and the average number of books per pupil in the library on 30 June, 1966, with 477 schools reporting. Elementary schools reported an average of 4,731 volumes, 9 books per pupil. Junior high schools reported an average of 5,041 volumes, 7 books per pupil. Senior high schools reported an average of 9,049 volumes, 9 books per pupil, and combined elementary-high schools reported an average of 7,483 volumes, 15 books per pupil. The over-all average reported was 5,601 volumes, 9 books per pupil. The total holding of all schools reporting was 2,671,719 volumes.

Table XIX shows a range of total volumes in school libraries and contrasts holdings of June, 1965 and June, 1966. Figures for 1966 indicate that only 17 per cent of the responding schools reported holdings of less than 2,000 volumes. Twenty-four per cent reported 2,000 - 3,999 volumes. Another 24 per cent indicated holdings of 4,000 - 5,999

TABLE XVI

AVERAGE TOTAL OF VOLUMES AND AVERAGE NUMBER OF BOOKS PER PUPIL IN LIBRARIES ON 6/30/65, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			18,495-(7) 14		18,495-(7) 14
2	1,501-2,100	8,344-(5) 4		11,964-(7) 8		10,757-(6) 12
3	1,201-1,500	6,926-(5) 12	8,208-(6) 2	9,092-(7) 10		7,935-(6) 24
4	901-1,200	7,537-(7) 32	5,536-(5) 5	6,710-(6) 5	13,900-(12) 1	7,356-(7) 43
5	601-900	5,351-(7) 76	5,415-(7) 14	7,798-(11) 12	8,543-(13) 2	5,703-(8) 104
6	401-600	4,967-(10) 74	2,881-(6) 9	5,541-(12) 9	6,648-(16) 1	4,839-(10) 93
7	201-400	3,142-(10) 52	3,364-(10) 5	3,980-(13) 14	5,605-(20) 3	3,415-(11) 74
8	1-200	678-(10) 43	874-(9) 2	3,291-(22) 13	1,579-(9) 2	1,281-(14) 60
	Total	4,520-(8) 293	4,443-(7) 37	8,483-(8) 85	6,401-(14) 9	5,438-(8) 424

Note: Numerators: First number = Average total of volumes on 6/30/65
Second number (parentheses) = average total of books per pupil

Denominator = number of schools answering this item.

TABLE XVII

AVERAGE TOTAL OF VOLUMES ADDED TO LIBRARY COLLECTIONS DURING SCHOOL YEAR 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{2446}{14}$		$\frac{2446}{14}$
2	1,501-2,100	$\frac{1686}{4}$	$\frac{3246}{1}$	$\frac{1854}{8}$		$\frac{1910}{13}$
3	1,201-1,500	$\frac{829}{12}$	$\frac{1659}{2}$	$\frac{1691}{10}$		$\frac{1258}{24}$
4	901-1,200	$\frac{1109}{31}$	$\frac{828}{4}$	$\frac{1432}{5}$	$\frac{1000}{1}$	$\frac{1119}{41}$
5	601-900	$\frac{894}{71}$	$\frac{820}{15}$	$\frac{656}{12}$	$\frac{372}{2}$	$\frac{844}{100}$
6	401-600	$\frac{645}{73}$	$\frac{462}{9}$	$\frac{959}{9}$	$\frac{397}{1}$	$\frac{655}{92}$
7	201-400	$\frac{460}{57}$	$\frac{673}{5}$	$\frac{582}{13}$	$\frac{471}{3}$	$\frac{494}{78}$
8	1-200	$\frac{162}{44}$	$\frac{100}{2}$	$\frac{373}{13}$	$\frac{84}{1}$	$\frac{205}{60}$
	Total	$\frac{668}{292}$	$\frac{787}{38}$	$\frac{1215}{84}$	$\frac{455}{8}$	$\frac{783}{422}$

Note: Numerator = average total of volumes added 1965-66.

Denominator = number of schools answering item.

TABLE XVIII

AVERAGE TOTAL OF VOLUMES AND AVERAGE NUMBER OF BOOKS PER PUPIL IN LIBRARIES ON 6/30/66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{19,570-(7)}{14}$		$\frac{19,570-(7)}{14}$
2	1,501-2,100	$\frac{8,397-(5)}{5}$	$\frac{5,918-(4)}{2}$	$\frac{13,077-(7)}{9}$		$\frac{10,719-(6)}{16}$
3	1,201-1,500	$\frac{8,168-(6)}{12}$	$\frac{9,255-(7)}{2}$	$\frac{10,195-(7)}{9}$		$\frac{9,055-(7)}{23}$
4	901-1,200	$\frac{8,068-(8)}{34}$	$\frac{6,275-(6)}{5}$	$\frac{8,149-(8)}{5}$	$\frac{12,900-(11)}{1}$	$\frac{7,985-(8)}{45}$
5	601-900	$\frac{5,933-(8)}{82}$	$\frac{5,783-(8)}{16}$	$\frac{8,341-(11)}{12}$	$\frac{9,012-(14)}{2}$	$\frac{6,225-(9)}{112}$
6	401-600	$\frac{5,058-(10)}{88}$	$\frac{3,597-(7)}{10}$	$\frac{6,035-(13)}{9}$	$\frac{6,968-(16)}{1}$	$\frac{5,022-(10)}{108}$
7	201-400	$\frac{3,318-(11)}{66}$	$\frac{3,917-(12)}{5}$	$\frac{4,376-(15)}{15}$	$\frac{6,052-(22)}{3}$	$\frac{3,623-(12)}{89}$
8	1-200	$\frac{746-(10)}{52}$	$\frac{962-(10)}{2}$	$\frac{3,471-(24)}{15}$	$\frac{3,821-(21)}{1}$	$\frac{1,380-(15)}{70}$
	Total	$\frac{4,731-(9)}{339}$	$\frac{5,041-(7)}{42}$	$\frac{9,049-(9)}{88}$	$\frac{7,483-(15)}{8}$	$\frac{5,601-(9)}{477}$

Note: Numerators: First number = average total of volumes on 6/30/66.
Second number (parentheses) = average total of books per pupil

Denominator = number of schools answering this item.

volumes. Thirty-five per cent of the respondents reported collections of more than 6,000 volumes.

Twenty-nine per cent of the junior high schools and 64 per cent of the senior high schools reporting indicated holdings of more than 6,000 volumes. Thirty-six per cent of the senior high schools and 14 per cent of all schools reporting indicated holdings of more than 10,000 volumes.

The book collections information concerning average totals of fiction and non-fiction holdings is reported in Appendix Tables LIV and LV, on pages 115 and 116. Non-fiction volumes made up 55 per cent of elementary collections, 59 per cent of junior high collections, 73 per cent of senior high collections, 59 per cent of the holdings of combined elementary-high schools, and 61 per cent of the collections of all schools responding.

Table XX, page 52, provides statistical totals by level of instruction concerning volume collection growth between 1965 and 1966, including totals of fiction and non-fiction volumes. Schools reported library volume growth as follows: elementary - 21 per cent, junior high - 29 per cent, senior high - 10 per cent, combined elementary-high school - 4 per cent, and all schools reporting - 18 per cent.

Quality of Book Collections

In an effort to determine the quality of school library book collections, information was sought from librarians concerning qualitative holdings of source lists, encyclopedias, general reference volumes, and collections of basic books.

Eighty elementary schools with centralized libraries were sampled on the basis of 1 out of 5 in each size classification. Returns were received from 53 schools (66 per cent). Twelve junior high schools with centralized libraries were sampled on a similar 1 out of 5 basis. Returns were received from 12 schools (100 per cent). All 109 Arizona senior high schools were circularized and 89 responses were received for a return of 82 per cent. The methods used and the returns received represent a fair basis for conclusions, with the limitation that only schools with centralized libraries were sampled. Since 98 per cent of the junior high schools and 100 per cent of the senior high schools reported having centralized libraries, there should be no doubt as to the validity of conclusions reached concerning those two levels.

Appendix Table LVI, page 117, indicates that the qualitative aspects of elementary book collections are not high. More than one-half of the elementary schools reporting indicated source list holdings of less than 40 per cent. More than three-fourths reported

TABLE XIX

RANGE OF TOTAL VOLUMES IN SCHOOL LIBRARIES ON 6/30/65 AND 6/30/66, BY LEVEL OF INSTRUCTION

Range of Volumes	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1 - 1,999	$\frac{71}{73}$	$\frac{9}{4}$	$\frac{4}{3}$	$\frac{2}{0}$	$\frac{86}{80}$
2,000 - 3,999	$\frac{85}{93}$	$\frac{7}{7}$	$\frac{14}{14}$	$\frac{1}{1}$	$\frac{107}{115}$
4,000 - 5,999	$\frac{62}{78}$	$\frac{12}{19}$	$\frac{16}{15}$	$\frac{4}{2}$	$\frac{94}{114}$
6,000 - 7,999	$\frac{31}{42}$	$\frac{6}{8}$	$\frac{16}{18}$	$\frac{0}{3}$	$\frac{53}{71}$
8,000 - 9,999	$\frac{19}{22}$	$\frac{2}{2}$	$\frac{10}{6}$	$\frac{1}{0}$	$\frac{32}{30}$
10,000 - 11,999	$\frac{13}{17}$	$\frac{1}{1}$	$\frac{10}{11}$	$\frac{0}{1}$	$\frac{24}{30}$
12,000 - 13,999	$\frac{5}{6}$	$\frac{0}{1}$	$\frac{1}{6}$	$\frac{1}{1}$	$\frac{7}{14}$
14,000 - 15,999	$\frac{4}{4}$		$\frac{3}{2}$		$\frac{7}{6}$
16,000 - 17,999	$\frac{1}{2}$		$\frac{2}{3}$		$\frac{3}{5}$
18,000 --------	$\frac{2}{2}$		$\frac{9}{10}$		$\frac{11}{12}$
Total	$\frac{293}{339}$	$\frac{37}{42}$	$\frac{85}{88}$	$\frac{9}{8}$	$\frac{424}{477}$

Note: Numerator = number of schools with a quantity of volumes within a given range on 6/30/65

Denominator = number of schools with a quantity of volumes within a given range on 6/30/66.

TABLE XX

STATISTICAL TOTALS OF LIBRARY VOLUME COLLECTIONS, BY LEVEL OF INSTRUCTION

Item	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
Number of volumes on 6/30/65	$\frac{1{,}324{,}546}{293}$	$\frac{164{,}417}{37}$	$\frac{721{,}100}{85}$	$\frac{57{,}609}{9}$	$\frac{2{,}267{,}672}{424}$
Number of volumes added 65/66	$\frac{194{,}992}{292}$	$\frac{29{,}889}{38}$	$\frac{102{,}078}{84}$	$\frac{3{,}636}{8}$	$\frac{330{,}595}{422}$
Number of volumes withdrawn 65/66	$\frac{52{,}090}{224}$	$\frac{30{,}045}{33}$	$\frac{36{,}795}{71}$	$\frac{2{,}680}{7}$	$\frac{121{,}610}{335}$
Total number of volumes 6/30/66	$\frac{1{,}603{,}828}{339}$	$\frac{211{,}733}{42}$	$\frac{796{,}290}{88}$	$\frac{59{,}868}{8}$	$\frac{2{,}671{,}719}{477}$
Number of fiction volumes 6/30/66	$\frac{609{,}358}{307}$	$\frac{65{,}997}{36}$	$\frac{194{,}508}{82}$	$\frac{22{,}800}{7}$	$\frac{892{,}663}{432}$
Non-fiction volumes on 6/30/66	$\frac{747{,}937}{301}$	$\frac{95{,}784}{35}$	$\frac{539{,}425}{80}$	$\frac{33{,}245}{7}$	$\frac{1{,}416{,}391}{423}$

Note: Numerator = total number of volumes.

Denominator = total number of schools answering item.

encyclopedia holdings of less than 60 per cent of standard. More than one-half indicated holdings of less than 40 per cent of the recommended general reference collection. Even in collections of basic books, the elementary schools reported an average of less than 60 per cent of standard. Few elementary schools reported holdings in the 80 - 100 per cent range.

Appendix Table LVII, page 118, reveals that the mode percentage range of qualitative holdings in the 12 representative junior high libraries was: source lists - 40-59 per cent, encyclopedias - 40-59 per cent, general reference - 40-59 per cent, and basic books - 40-59 per cent.

The mode percentage range of qualitative holdings in senior high school libraries, as shown in Appendix Table LVIII, page 119, was: source lists - 40-59 per cent, encyclopedias - 80-100 per cent, general reference - 60-79 per cent, and basic books - 80-100 per cent.

Qualitative aspects of library holdings were found to be highest in schools with larger enrollments, and particularly in senior high schools.

Magazines

Magazines form an important part of the school library collection. They contain material not found elsewhere and are a primary source of information about current events. Students read magazines for many purposes, school related and otherwise.

The collection of magazines should be large enough to permit representation of many subjects and special interest areas as well as popular reading. National standards recommend a minimum of 25 titles, and up to 50 in schools, grades K - 8; in junior high schools, 70 titles; and in senior high schools, 120 titles. The standard implies current different magazine subscriptions.[4]

Table XXI shows that 82 (28 per cent) of the 294 elementary schools reporting indicated that they subscribed to fewer than ten titles, 75 (26 per cent) reported subscriptions to more than thirty titles, and 16 (5 per cent) reported subscriptions to more than fifty titles.

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[4] *Ibid.*, p. 78.

Junior high school magazine subscriptions ranged between 3 schools reporting less than ten titles and 1 school reporting more than seventy titles.

On the senior high school level 65 schools, 74 per cent of the 88 respondents, reported subscriptions to more than fifty titles. Twenty schools (23 per cent) reported more than 120 titles.

Appendix Table LIX, page 120, indicates that the average total of different magazine subscriptions for the 434 schools responding was thirty-five. The average for elementary schools was 20, junior high schools - 34, senior high schools - 83, and combined elementary-high schools - 44.

Newspapers

The number of newspapers for the school library collection should be determined primarily by the needs of teachers and students. A minimum newspaper collection should consist of three to six titles, with coverage of the news reported on local, state, national, and international levels.[5]

Appendix Table LX, page 121, shows a range of newspaper subscriptions in school libraries. Of the 445 schools reporting centralized libraries, only 250 (56 per cent) reported newspaper subscriptions in the library. Of the 250, 108 (43 per cent) reported one subscription, 52 (21 per cent) reported two subscriptions, 37 (15 per cent) reported three subscriptions, 26 (10 per cent) reported four subscriptions, and 27 (11 per cent) reported five to seven subscriptions.

Audio Visual Materials in the Library

Appendix Table LXI, page 122, shows that, of the 251 schools offering audio-visual service as a function of the library, only 20 schools (8 per cent) maintained an average of 156 16 mm films in the library.

Appendix Table LXII, page 123, indicates that, of the 251 schools responding to the item, 230 (92 per cent) maintained an average of 210 phono records and tapes in the library.

The average total of filmstrips maintained in libraries, in which audio-visual service is a function, is reported in Appendix Table LXIII, page 124. For the 228 schools responding, 304 filmstrips was the average holding.

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[5] *Ibid.*, p. 79.

TABLE XXI

RANGE OF TOTAL DIFFERENT MAGAZINE SUBSCRIPTIONS IN SCHOOL LIBRARIES FOR SCHOOL YEAR 1965-66, BY LEVEL OF INSTRUCTION

Range of Subscriptions	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1 - 9	82	3			85
10 - 19	74	5	7	2	88
20 - 29	63	6	4	1	74
30 - 39	44	14	7	2	67
40 - 49	15	9	5		29
50 - 59	11	3	8		22
60 - 69	2	2	11	2	17
70 - 79	1	1	5	2	9
80 - 89	1		6		7
90 - 99			4		4
100 - 119	1		8		9
120 - 139			10		10
140 - 159			5		5
160 - 179			6		6
180 or more			2		2
Total	294	43	88	9	434

Appendix Table LXIV, page 125, shows that the 197 schools responding held an average total of 684 maps and pamphlets. By far, the greatest holdings were on the senior high school level where 52 schools reported an average holding of 1,380.

Inter-library Loan

One survey question asked schools if they supplemented their collection resources by borrowing from public and/or college or university libraries. As reported in Appendix Table LXV, page 126, of the 445 schools with centralized libraries, 76 (17 per cent) borrowed from public libraries, and 50 (11 per cent) borrowed from college or university libraries. The highest incidence of borrowing from other collections was reported by elementary schools of lower enrollments.

CHAPTER VII

LIBRARY EXPENDITURES

A high quality of library service is dependent upon good financial support. Excellent programs usually exist where high priorities have been placed on the commitment of sufficient funds.

Arizona's public school libraries received $643,429.00 for the purchase of library materials during the 1965-66 school year under Title II, Elementary and Secondary Education Act of 1965. The money was expended as follows:

Books for Public Schools	$421,670.
Periodicals and Other Printed Materials	29,043.
Audio Visual Materials	192,716.
Total	$643,429.

Some funds were available through other titles of the Elementary and Secondary Education Act and through the National Defense Education Act. These monies helped to purchase furniture and equipment and provide a few personnel. Undoubtedly, this transfusion of federal funds has affected library expenditures more than any other factor in recent years.

Printed Materials

National standards recommend that in schools of 200 - 249 enrollment, annual funds allocated for library books should be at least $1,000. - $1,500. In schools with more than 250 students, at least $4.00 - $6.00 per pupil should be budgeted, with additional funds being provided for encyclopedias, dictionaries, newspapers, magazines, pamphlets, rebinding, supplies, and other materials. Small schools with less than 200 students should budget proportionate amounts.

It should be noted that the recommended amounts are only for those school libraries where the collections already meet the standard. If the collection is not up to standard in size and quality, additional allocations must be made while the collection is being developed.[1]

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[1] American Association of School Librarians, Standards for School Library Programs, (Chicago: American Library Association, 1960), pp. 82-83.

Table XXII shows the average per school expenditure and average per pupil expenditure for library books in 1965-66. The average per school expenditure was: elementary - $2,012., junior high - $3,440., senior high - $5,034., combined elementary-high - $2,226., and all 420 schools reporting - $2,746.

Only a few of the elementary schools with enrollments under 250 pupils spent the recommended minimum. The 40 elementary schools with fewer than 200 pupils spent an average of only $394. for library books. High schools of similar size spent a commendable $1,627. As expected, most schools with larger enrollments budget the most money for library books.

A more meaningful story is told by per pupil statistics. The average per pupil expenditure for library books was: elementary - $3.56, junior high - $4.64, senior high - $4.70, combined elementary-high - $4.81, and all schools - $4.04.

Only a few of the elementary schools larger than 250 enrollment met the minimum recommended standard of $4.00 per pupil. Most junior high schools and nearly all senior high schools of more than 250 enrollment were within the recommended range of $4.00 - $6.00. In most libraries, increased allocations will be necessary to bring the collections up to standards of excellence.

Binding and Rebinding

Standards recommend that schools budget funds in this important area on the basis of need. As indicated in Appendix Table LXVI, page 127, of the 445 schools reporting centralized libraries, only 204 reported a budgeted amount for binding and rebinding. The average per school expenditure for all schools reporting was $201. In schools of similar enrollments, high schools consistently spent considerably more than elementary schools. The per pupil average expenditure was 25¢.

Periodicals

Sufficient funds should be allocated for the purchase of library periodicals on the basis of need and the quantitative standards discussed previously. The average per school expenditure for library periodicals, as shown in Appendix Table LXVII, page 128, was: elementary - $118., junior high - $178., senior high - $636., combined elementary-high - $245., and all schools reporting - $255.

The average per pupil expenditure for library periodicals was: elementary - 19¢, junior high - 25¢, senior high - 60¢, combined elementary-high - 48¢, and all schools - 34¢. Many elementary schools with centralized libraries failed to report the existence of a budget for magazines or newspapers.

TABLE XXII

AVERAGE PER SCHOOL AND AVERAGE PER PUPIL EXPENDITURES FOR LIBRARY BOOKS IN 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$11,103.-(14) $4.13		$11,103.-(14) $4.13
2	1,501-2,100	$9,088.-(4) $4.94	$8,855.-(2) $5.42	$5,546.-(9) $3.12		$6,932.-(15) $3.91
3	1,201-1,500	$3,066.-(12) $2.33	$7,450.-(2) $5.47	$7,134.-(9) $5.21		$5,039.-(23) $3.76
4	901-1,200	$3,580.-(29) $3.48	$4,555.-(5) $4.33	$6,003.-(5) $5.72	$5,000.-(1) $4.26	$4,040.-(40) $3.89
5	601-900	$2,487.-(71) $3.40	$3,171.-(14) $4.37	$3,118.-(12) $4.30	$1,847.-(1) $2.94	$2,655.-(98) $3.65
6	401-600	$1,874.-(82) $3.78	$1,936.-(9) $3.85	$3,934.-(9) $8.30	$3,460.-(1) $8.14	$2,079.-(101) $4.21
7	201-400	$1,200.-(54) $4.02	$2,387.-(4) $6.63	$2,252.-(13) $7.60	$1,476.-(3) $5.34	$1,460.-(74) $4.86
8	1-200	$394.-(40) $4.65	$495.-(1) $7.39	$1,627.-(13) $10.52	$850.-(1) $4.72	$695.-(55) $6.78
	Total	$2,012.-(292) $3.56	$3,440.-(37) $4.64	$5,034.-(84) $4.70	$2,226.-(7) $4.81	$2,746.-(420) $4.04

Note: Numerator: First number - average per school expenditure.
Second number (parentheses) - number of schools answering this item.

Denominator - average per pupil expenditure.

Library Supplies

Funds for supplies should be provided on the basis of need for items to be used in connection with the acquisition, cataloging, circulation, organization, repair, maintenance, promotion, and use of printed materials.[2] Appendix Table LXVIII, page 129, shows the average per school expenditure for library supplies; elementary - $178., junior high - $196., senior high - $575., combined elementary-high - $196., and all schools reporting - $283.

The average per pupil expenditure for library supplies was: elementary - 28¢, junior high - 29¢, senior high - 53¢, combined elementary-high - 38¢, and all schools - 38¢. The absence of a report from many elementary and junior high schools indicates a deficiency in this area of budgeting.

Audio Visual Materials and Supplies

The annual budget recommended for audio-visual materials and supplies, not including equipment, should be not less than 1 per cent of the total per pupil instructional cost. According to the quality of the instructional program, this amount would range from $2.00 to $6.00 per pupil.[3]

A questionnaire item was devised expressly to determine the expenditure of funds for only those audio-visual materials and supplies purchased or maintained in school libraries. Because many schools have a separate audio-visual department, or keep the bulk of their audio-visual materials elsewhere, the response of only 181 schools was received.

Table XXIII indicates the great disparity existing between schools of varying sizes and levels of instruction in expenditures for audio-visual materials and supplies. The most meaningful statistics are those showing average per pupil expenditures which were reported as follows: elementary - 92¢, junior high - 75¢, senior high - $1.75, combined elementary-high - $3.56, and all schools reporting - $1.27. In most instances, schools with smallest enrollments reported the highest per pupil average expenditures.

Salaries for Library Personnel

Response to questionnaire items concerning school expenditures for salaries of certificated and non-certificated library personnel was not adequate nor sufficiently lucid to provide valid and reliable bases for conclusions. Librarians were loath to report personal salaries except by range as indicated in Table XIV, page 42.

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[2] *Ibid.*, p. 84.

[3] *Ibid.*

Total Average Library Expenditures

The total average per pupil expenditure for library materials and services, exclusive of personnel salaries, was: elementary - $5.18, junior high - $6.21, senior high - $7.88, combined elementary-high - $9.37, and all schools reporting - $6.28.

Although no statistics were available showing per pupil library expenditures in Arizona for other years, the latest statistics available nationally, 1960-61, indicated an average per pupil library expenditure of only $2.18 for the Southwestern States and $2.08 for the United States as a whole.[4]

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[4] Mary Helen Mahar and Doris C. Holladay, Statistics of Public School Libraries - Part I, United States Department of Health, Education, and Welfare, Circular OE-15049, (Washington: Government Printing Office, 1964), p. 15.

TABLE XXIII

AVERAGE PER SCHOOL AND AVERAGE PER PUPIL EXPENDITURES FOR AUDIO VISUAL MATERIALS AND SUPPLIES PURCHASED OR MAINTAINED IN SCHOOL LIBRARIES IN 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$2,503.-(8) $0.93		$2,503.-(8) $0.93
2	1,501-2,100	$500.-(1) $0.30		$1,557.-(8) $0.88		$1,440.-(9) $0.82
3	1,201-1,500	$483.-(10) $0.37	$217.-(1) $0.15	$1,589.-(5) $1.11		$ 812.-(16) $0.60
4	901-1,200	$812.-(13) $0.80	$200.-(1) $0.20	$ 546.-(2) $0.53		$ 741.-(16) $0.72
5	601-900	$601.-(24) $0.84	$429.-(6) $0.58	$4,827.-(7) $6.92	$3,517.-(1) $5.59	$1,429.-(38) $2.00
6	401-600	$562.-(37) $1.11	$891.-(2) $1.77	$1,813.-(3) $3.62	$ 450.-(1) $1.06	$ 662.-(43) $1.31
7	201-400	$542.-(23) $1.92	$504.-(3) $1.36	$ 901.-(9) $3.01	$ 910.-(3) $3.29	$ 653.-(38) $2.24
8	1-200	$216.-(7) $3.71	$500.-(1) $7.46	$1,379.-(5) $9.22		$ 685.-(13) $7.28
	Total	$566.-(115) $0.92	$485.-(14) $0.75	$2,037.-(47) $1.75	$1,339.-(5) $3.56	$ 963.-(181) $1.27

Note: Numerator: First number - average per school expenditure.
Second number (parentheses) - number of schools answering this item.

Denominator - average per pupil expenditure.

CHAPTER VIII

DISTRICT LIBRARY PROGRAMS

The forms of cooperative planning for school libraries most commonly found today are the school district or system-wide arrangements for sharing certain collections of printed and audio-visual materials, the centralization of facilities for the acquisition and processing of materials, the provision of library resources and services for very small schools, and the program of school library supervision. Some systems have all of these services; others have only one or some combination of two or three of the arrangements. As district cooperative planning grows to include all these functions and their many other related activities, the district materials center emerges as the most useful form of organization.[1]

In an effort to determine the status of district oriented and coordinated library programs in Arizona, a questionnaire was designed to measure certain qualitative and quantitative aspects of district library programs. Questionnaires were submitted to the 12 Arizona school districts known to have elements of a coordinated program and the supervision of a district library consultant and/or coordinator. Returns were received from 11 districts (91 per cent); 8 elementary, 2 high school, and 1 combined elementary-high school.

District enrollments ranged from 1,800 to 50,004. The 11 districts included 179 individual schools with a total May, 1966 enrollment of 143,738 pupils.

Organization, Facilities, and Services

Of the 179 individual schools represented by the returns, 171 (96 per cent) reported having a centralized library. Of the 171 schools with centralized libraries, 97 (57 per cent) had the services of a full-time certificated librarian. Sixty-five schools (38 per cent) reported using a certificated librarian on a part-time basis, 2 schools used a teacher as a part-time librarian, and 7 used noncertificated personnel as librarians.

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[1] American Association of School Librarians, Standards for School Library Programs, (Chicago: American Library Association, 1960), p. 106.

Four districts reported offering services of a district library, 5 districts offered the services of a district materials center, and 2 districts offered both services.

The number of hours per week that district libraries or materials centers were open for service ranged from 38 to 56 with an average of 45 hours. Seven of the libraries provided delivery service in the circulation of books and materials.

The number of districts having certain facilities or areas as part of district libraries or materials centers were as follows: conference room(s) - 5, office(s) - 11, reading room - 8, audio-visual storage space - 6, audio-visual listening area - 4, audio-visual viewing area - 5, cataloging and processing area - 10, professional and curriculum library - 10, exhibit and demonstration area - 9, and area for staff preparation of materials - 8.

Table XXIV shows the number of school districts performing various services at the district level. All districts reporting indicated that they placed orders for individual schools and received materials for individual schools. Ten of the 11 districts catalog and process books for individual schools.

Table XXV shows the number of school district librarians performing various professional services at the district level on the basis of frequency of performance. All librarians reported providing statistics, records, and reports and administering the district library budget as provided by the board of education. Very few librarians reported the maintenance of a community resource file. Few hold conferences with public and college librarians in the area.

Personnel

All 11 districts reported having professional persons supervising district library programs. Titles of said persons included Consultant for Instructional Materials, Supervisor of Library Services, Director of Libraries, Coordinator of Library Services, Library Consultant, Supervisor of Curriculum Materials Center, District Librarian, Director of Instructional Materials, and District Library Coordinator.

Ten of the 11 districts reported using the district library leader to supervise the district library or district materials center. Only 3 of these persons had the responsibility of supervising district audio-visual programs.

All 11 heads of district library programs reported spending 100 per cent of their work week in library work. The average salary of district library heads, with 9 of 11 reporting, was $10,892. Actual salaries ranged to $12,881. and typically included from 10 to 11 months under contract.

TABLE XXIV

NUMBER OF SCHOOL DISTRICTS PERFORMING VARIOUS SERVICES AT THE DISTRICT LEVEL, ELEVEN DISTRICTS REPORTING

Place orders for individual schools	11
Receive materials for individual schools	11
Stamp with ownership stamp of individual school	10
Type book cards	9
Type book pockets	9
Paste in book pockets	6
Repair materials	6
Repair equipment	5
Assign classification number to materials	10
Affix call or code letters to materials	9
Lacquer book spine	6
Prepare a single unit card for individual schools	4
Prepare shelf list cards for individual schools	9
Prepare cross reference cards	5
Send printed materials to the bindery	9
Maintain a master author catalog	7
Maintain a master title catalog	2
Maintain a master subject catalog	2
Maintain a master shelf list	9
Maintain records of withdrawals	10
Prepare author, title, subject catalog cards for individual schools	10
Maintain a professional library catalog	9

TABLE XXV

NUMBER OF DISTRICT LIBRARIANS PERFORMING VARIOUS PROFESSIONAL SERVICES AT DISTRICT LEVEL AND FREQUENCY OF PERFORMANCE

Work in close cooperation with other district supervisors to improve the instructional materials program.	Reg. - 6	Occ. - 5	Rare.
Interpret library standards and the instructional materials philosophy to professional and civic groups, through talks, displays, etc.	Reg. - 2	Occ. - 8	Rare.
Provide statistics, records, and reports.	Reg. - 11	Occ. -	Rare.
Hold conferences with school librarians in the district.	Reg. - 10	Occ. - 1	Rare.
Carry out a scheduled program of inservice training for librarians.	Reg. - 8	Occ. - 2	Rare.
Contribute to a scheduled inservice training program for teachers.	Reg. - 3	Occ. - 7	Rare.
Conduct demonstrations in the use of instructional materials in the schools.	Reg. - 2	Occ. - 5	Rare. - 3
Hold conferences with public and college librarians in the area.	Reg. - 2	Occ. - 8	Rare.
Serve as consultant on library problems for librarians and school administrators.	Reg. - 9	Occ. - 2	Rare.
Assist in the planning of new school libraries or in the renovation or remodeling of existing facilities.	Reg. - 8	Occ. - 2	Rare. - 1
Administer and direct an over-all program of school library services that insures uniformity of practice.	Reg. - 9	Occ. - 1	Rare.
Select library materials with help of teachers and other librarians.	Reg. - 9	Occ. - 1	Rare. - 1
Prepare bibliographies of available printed materials.	Reg. - 4	Occ. - 6	Rare.
Plan and produce special materials such as slides, charts, posters, transparencies, etc.	Reg. - 3	Occ. - 3	Rare. - 4
Maintain a community resource file.	Reg. - 2	Occ. - 1	Rare. - 4
Administer the district library budget as provided by the board of education.	Reg. - 11	Occ. -	Rare.

Ten of the 11 heads of district library programs are certified school librarians with an average of 38 semester hours of preparation in library science. Five have bachelors degrees and 6 hold masters degrees. Nine were members of the American Library Association and all 11 reported membership in the Arizona School Library Association, the National Education Association, and the Arizona Education Association.

The number of full-time professional library personnel working on the district level ranged from 1 to 4 for an average of 1.5. An average of 4.6 full-time clerical personnel worked in support of library services on the district level.

Materials Collections

The number of school districts maintaining certain types of materials in a professional library, of the 10 reporting professional libraries, was: professional books - 10, professional magazines - 10, pamphlets - 9, curriculum guides - 9, courses of study - 8, sample textbooks - 5, and supplementary readers and textbooks - 4. Librarians reported extensive use of professional library service by school faculties within their respective districts.

Table XXVI indicates some of the types of materials held by the 9 districts maintaining a district library or materials center.

The number of volumes permanently based in district libraries or materials centers, including those volumes maintained for circulation, as of 30 June, 1966 ranged from 500 to 13,348 for an average of 4,797 volumes.

Library Expenditures

Average expenditures by district libraries or materials centers for materials during 1965-66 were: books - \$823., binding and rebinding - \$248., periodicals - \$556., library supplies - \$1,146., and audio-visual materials and supplies - \$2,950. The total average district expenditure for all materials and services, exclusive of salaries, was \$5,723.

Suggested Improvements

Asked to comment on needs for improving district library programs, district librarians suggested the following (not in any order of importance):

a. Better housing for some school libraries
b. Full-time certificated librarians in all schools
c. Adequate clerical staff in each school library

d. Better training for library aides and clerks
e. Provision of a college of library science at Arizona State University with a division of school librarianships
f. Judicious weeding of school collections
g. More emphasis on service as opposed to control
h. Teachers better trained in the use of materials and library services

Many district librarians expressed optimism for the accomplishment of improved library programs through the wise use of federal funds now coming to districts through the National Defense Education Act and Title II of the Elementary and Secondary Education Act of 1965.

TABLE XXVI

NUMBER OF SCHOOL DISTRICTS MAINTAINING CERTAIN TYPES OF MATERIALS IN A DISTRICT LIBRARY OR MATERIALS CENTER

Materials	Number of Districts
Museum Objects	2
Programmed Materials	4
Tape Recordings	8
Maps (wall type)	2
Globes	3
Kinescopes	2
Packets	7
Pictures	5
Models	6
Films	8
Filmstrips	7
Microfilms	1
Library Books	9
Supplemental Readers and Textbooks	5
Overhead Transparencies	6
Phono Recordings	7
35 mm Slides	7

CHAPTER IX

PRIVATE AND PAROCHIAL SCHOOL LIBRARIES

In 1965-66, approximately 8 per cent of Arizona's school age children were enrolled in private or parochial schools, here-in-after referred to as non-public schools. An important consideration in any study of school library conditions and services was the status of libraries in those schools. With the results of the study, non-public schools have the opportunity to contrast both qualitative and quantitative aspects of their library programs with those reported by public schools. Comparisons with national standards may also easily be made.

No school, public or non-public, can afford ineffective library personnel, inadequate library services, or a poorly developed materials collection. Regardless of school size or level of financial support, the standards for good school library programs remain constant.

The typical non-public school is not large. Table XXVII indicates that, of the 98 schools responding to the survey, 22 (22 per cent) reported enrollments of 100 or less. Twenty-four (24 per cent) reported enrollments of 101 - 200. Although only 36 (37 per cent) of the responding schools reported enrollments of more than 300 pupils, 68 per cent of the pupils represented by returns were enrolled in those 36 schools, as shown in Table XXVIII, page 71.

Library Organization, Facilities, and Services

Centralized Libraries. Table XXIX, page 73, indicates that centralized libraries were reported in 49 per cent of the elementary schools, 94 per cent of senior high schools, 100 per cent of the combined elementary-high schools, and 61 per cent of all schools reporting. Fifty-eight schools reported centralized library organization.

Appendix Table LXIX, page 133, shows the incidence of schools reporting library organization of instructional materials centers. Of the 95 schools responding to the questionnaire item, 10 (11 per cent) indicated possession of instructional materials centers.

The number and per cent of schools with only classroom library collections are shown in Appendix Table LXX, page 134. Of 37 schools reporting only classroom library collections, 36 were elementary schools.

TABLE XXVII

NUMBER OF BUILDING QUESTIONNAIRE RETURNS (NON-PUBLIC SCHOOLS) BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	3	1		4
2	601-800	9	1		10
3	401-600	4	4	2	10
4	301-400	11		1	12
5	201-300	12	3	1	16
6	101-200	16	6	2	24
7	1-100	19	1	2	22
	Total	74	16	8	98

Note: Number of questionnaires mailed - 133
Number of questionnaires completed and returned - 98
Percentage of return - 77%
(There were no junior high or middle school respondents.)

TABLE XXVIII

PUPIL ENROLLMENT OF NON-PUBLIC SCHOOLS RETURNING QUESTIONNAIRES BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	2,516	1,057		3,573
2	601-800	6,422	611		7,033
3	401-600	1,998	2,205	1,021	5,224
4	301-400	3,719		323	4,042
5	201-300	3,268	838	225	4,331
6	101-200	2,425	866	246	3,537
7	1-100	1,103	75	126	1,304
	Total	21,451	5,652	1,941	29,044

Note: The State Department of Public Instruction canvassed 136 known non-public schools in 1965-66. Of these, 106 responded, reporting an enrollment of 29,378.*

The questionnaires returned in the library study represented a total pupil enrollment of 29,044, 99 per cent of the known total enrollment.

*Annual report of the Superintendent of Public Instruction, 1965-66, page 45.

Open library hours. Appendix Table LXXI, page 135, shows that the average number of open library hours per week during the regular school year in non-public schools was: elementary - 23.6, high school - 43.6, combined elementary-high - 44.8, and all schools reporting - 31.2. Four schools reported Saturday open hours, 2 schools reported Sunday open hours, and 9 (15 per cent) of the 62 schools responding reported both Saturday and Sunday open hours. Several libraries reported evening open hours.

Appendix Table LXXII, page 136, shows the mode range of total open library hours to be 36 - 40 hours per week. As indicated in Appendix Table LXXIII, page 137, only 8 of 62 responding schools reported keeping their libraries open during summer school sessions. Twelve of 52 respondents reported summer open library hours other than during summer school sessions.

Use of the library. As reported in Appendix Table LXXIV, page 138, only 11 (20 per cent) of the 56 schools responding used the library as a study hall with the librarian in charge. No elementary schools used the library as a study hall.

Librarians were asked to indicate whether student use of the library was voluntary, scheduled, or a combination of both. Appendix Table LXXV, page 139, shows that, of the 73 respondents, 17 (23 per cent) reported voluntary use only, 7 (10 per cent) reported scheduled use only, and 49 (67 per cent) reported a combination of voluntary and scheduled use.

Size of area for library services. The average gross floor area for library services in non-public schools with centralized libraries is reported in Appendix Table LXXVI, page 140. The averages were: elementary - 686 square feet, high school - 2,015 square feet, combined elementary-high - 1,313 square feet, and all schools - 1,115 square feet. The average areas reported were only approximately two-thirds of the average areas reported for public schools at similar levels of instruction.

Normal study seating capacity. Appendix Table LXXVII, page 141, shows that 30 of the 53 schools responding reported seating capacity of at least 10 per cent of enrollment. The average library seating capacity for all non-public schools reporting was 34. Fifteen high schools reported an average seating capacity of 53.

Physical facilities of libraries. The number of schools with centralized libraries having certain types of facilities is shown in Appendix Table LXXVIII, page 142. The most frequently reported facility was the reading room, maintained by 34 (59 per cent) of the 58 schools responding. Only 5 (9 per cent) reported a conference room,

TABLE XXIX

CENTRALIZED LIBRARY COLLECTIONS IN NON-PUBLIC SCHOOLS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{0}{3}$	$\frac{1}{1}$		$\frac{1}{4}$ - 25%
2	601-800	$\frac{5}{9}$	$\frac{1}{1}$		$\frac{6}{10}$ - 60%
3	401-600	$\frac{3}{4}$	$\frac{4}{4}$	$\frac{2}{2}$	$\frac{9}{10}$ - 90%
4	301-400	$\frac{7}{11}$		$\frac{1}{1}$	$\frac{8}{12}$ - 67%
5	201-300	$\frac{6}{12}$	$\frac{3}{3}$	$\frac{1}{1}$	$\frac{10}{16}$ - 63%
6	101-200	$\frac{9}{15}$	$\frac{5}{6}$	$\frac{2}{2}$	$\frac{16}{23}$ - 70%
7	1-100	$\frac{5}{17}$	$\frac{1}{1}$	$\frac{2}{2}$	$\frac{9}{20}$ - 45%
	Total	$\frac{35}{71}$ - 49%	$\frac{15}{16}$ - 94%	$\frac{8}{8}$ - 100%	$\frac{58}{95}$ - 61%

Note: Numerator - number of schools with centralized library collections.

Denominator - number of schools answering questionnaire item.

(Of the 29,044 pupils represented by respondents to the item, 18,108 (62 per cent) are served by centralized libraries.)

29 (50 per cent) had a library work room, 13 (22 per cent) had a librarian's office, 6 (10 per cent) had a library classroom, and only 2 (3 per cent) reported the use of study carrels.

Fifteen (26 per cent) of the respondents reported an audio-visual room in the library, 8 (14 per cent) maintained an area for teacher preparation of materials, and 16 (28 per cent) had an area for a professional library.

Library service to students and teachers. Librarians in non-public schools realize the importance of good library service, as evidenced by their responses to questionnaire items. Among the valuable services rendered by most librarians were the following: guiding students in the selection of books and other materials, helping to develop skills in the use of books and libraries, helping students develop tastes in reading, assisting students in research projects, and helping students to develop desirable attitudes toward library and school property.

Service to teachers included attending curriculum planning sessions, providing teachers with information about new materials, and occasionally helping teachers with new units of instruction.

Library audio-visual service. Thirty-five (45 per cent) of the 78 schools responding reported audio-visual service as a function of the library, as indicated in Appendix Table LXXIX, page 143. Of the 98 schools returning a questionnaire, only 4 reported membership in an Arizona film cooperative. Twelve schools reported membership in districts which operate separate central audio-visual services.

Library Personnel

Assignment of librarians. Table XXX shows the number of schools having various types and combinations of personnel serving as librarians in non-public schools. Of the 58 schools reporting, only 38 answered the item. Thirteen schools reported a teacher-librarian only, 1 school reported a certificated librarian and a teacher-librarian, 17 schools reported having one certificated librarian, and 7 schools indicated use of non-certificated librarians.

Twenty-nine schools responded with information concerning the number of hours per week worked in the library by professional personnel. Appendix Table LXXX, page 144, shows that 5 schools reported less than ten hours worked in the library. Another 5 schools reported librarian work assignments of only 10 - 19 hours. Four schools reported work weeks of 20 - 29 hours, and 3 schools reported 30 - 39 hours worked.

Nearly one-half of the non-public schools reporting use of professional help have less than a full-time librarian. Twelve schools

TABLE XXX

NUMBER OF NON-PUBLIC SCHOOLS WITH CENTRALIZED LIBRARIES HAVING VARIOUS TYPES AND COMBINATIONS OF PERSONNEL SERVING AS LIBRARIANS, BY LEVEL OF INSTRUCTION

Type of Librarian	Elementary	Senior High	Elem.-H.S. Combined	Total
Teacher-Librarian only	9	2	2	13
Certificated Librarian and Teacher-Librarian		1		1
One Certificated Librarian	3	12	2	17
Two Certificated Librarians				
Three Certificated Librarians				
Non-Certificated Librarian	6		1	7
Total	18	15	5	38

Note: Of the 58 schools reporting centralized libraries, only 38 answered this item, indicating that many schools with centralized libraries do not have the services of a librarian of any kind.

reported librarian work assignments of at least 40 hours per week.

As shown in Appendix Table LXXXI, page 145, the average total hours per week worked in school libraries by professional personnel was: elementary - 14 hours, high school - 39 hours, combined elementary-high - 22 hours, and all schools reporting - 28 hours per week.

Teacher-librarians. Appendix Table LXXXII, page 146, shows the results of a survey question asking for the number of schools using teacher-librarians in the library and the average number of hours per week that teacher-librarians were assigned to library services. Twenty schools reported some use of teacher-librarians and for an average of 19 hours per week. The largest per cent of teacher-librarians were found in elementary schools.

Preparation and degree status of librarians. Of the 35 librarians reporting, 17 (49 per cent) answered a question indicating they were certified librarians. Fourteen of the 17 were high school librarians according to Appendix Table LXXXIII, page 147.

Appendix Table LXXXIV, page 148, shows an average of 23 semester hours of library science training for the twenty-three librarians answering the item. A range of total semester hours of library science preparation is shown in Appendix Table LXXXV, page 149. Of the 23 respondents, 12 reported training of less than twenty semester hours. Eleven indicated training of more than 25 semester hours.

According to Appendix Table LXXXVI, page 150, 11 elementary librarians and 6 high school librarians held bachelors degrees as a highest degree held. Only 2 elementary librarians and 10 high school librarians reported possession of masters degrees.

Professional affiliation of librarians. Of the 32 librarians answering a question about professional affiliation, 12 indicated membership in the American Library Association, 22 were members of the Arizona School Library Association, 5 were members of the National Education Association, and only 2 were members of the Arizona Education Association.

Salaries for librarians. Because many of the librarians in nonpublic schools are members of religious orders and receive no salaries, only 13 librarians responded with salary information. Appendix Table LXXXVII, page 151, shows that 7 of the 13 respondents were paid less than $5,000. per year. Three were paid salaries in the $5,000. - $5,999. range, 2 librarians were paid salaries in the $6,000. - $6,499. range, and 1 was paid more than $7,000. per year.

Clerical library personnel. Five elementary schools, 2 high schools, and 2 combined elementary-high schools reported the use of one paid library clerk. One high school reported the use of 2 library clerks, and another high school indicated the use of 6 library clerks. Appendix Table LXXXVIII, page 152, shows that 11 non-public schools reported the use of paid clerical personnel in the library.

The range of hours per week worked in the library by paid clerical personnel is shown in Appendix Table LXXXIX, page 153. Of the 12 schools answering the item, 4 reported less than half-time use of one library clerk. Only 5 reported full-time use of one or more paid clerical personnel.

The average total of hours per week worked in school libraries by paid clerical personnel is reported in Appendix Table XC, page 154. For the 12 schools responding, the average was twenty-seven hours per week worked. The average hours per week worked by paid clerical personnel at the various levels of instruction were: elementary - 18, high school - 43, and combined elementary-high school - 24.

Student library assistants. Appendix Table XCI, page 155, shows that the average total of hours per week worked in school libraries by unpaid student personnel at the various levels of instruction was: elementary - 17, high school - 32, combined elementary-high school - 27, and all schools reporting - 27. Several librarians commented on the importance of student help in schools with insufficient funds to hire an adequate number of professional or clerical personnel.

Materials Collections

Probably the most significant happening in non-public school libraries in 1965-66 was an increase and an improvement in many materials collections, made possible by the availability of federal funds under Title II of the Elementary and Secondary Education Act of 1965. Through guidelines developed in the Arizona State Department of Public Instruction, $71,433. was spent for library resources furnished to non-public schools. In answering the survey questionnaire, many librarians expressed gratitude for the use of books purchased with Title II funds.

Size of book collections. The average total of volumes and number of books per pupil in non-public school libraries on 30 June, 1965, are shown in Appendix Table XCII, page 156. Fifty-three elementary schools reported an average of 1,110 volumes - 4 books per pupil. Thirteen high schools reported an average of 5,129 volumes - 13 books per pupil. Eight combined elementary-high schools reported an average of 2,794 volumes - 12 books per pupil. The average holding of all 74 schools responding was 1,998 volumes - 6 books per pupil.

Appendix Table XCIII, page 157, indicates the following average total of volumes added to library collections during the 1965-66 school year: elementary - 215, high school - 578, combined elementary-high school - 387, and all schools reporting - 301.

Whereas 74 schools reported holdings as of June, 1965, and 71 schools responded with reports of additions to collections during 1965-66, only 39 schools responded to a questionnaire item asking for the number of volumes withdrawn from collections during 1965-66. As shown in Appendix Table XCIV, page 158, the average totals of volumes withdrawn were: elementary - 47, high school - 653, combined elementary-high school - 29, and all schools reporting - 199.

Table XXXI shows the average total of volumes and number of books per pupil in non-public school libraries on 30 June, 1966, with 81 schools reporting. Elementary schools reported an average of 1,223 volumes - 4 books per pupil. High schools reported an average of 5,183 volumes - 14 books per pupil. Combined elementary-high schools reported an average of 3,157 volumes - 13 books per pupil. The overall average reported was 2,098 volumes - 7 books per pupil.

Appendix Table XCV, page 159, shows a range of total volumes in non-public school libraries and contrasts holdings of June, 1965 and June, 1966. Figures for 1966 indicate that 60 per cent of the responding schools reported holdings of less than 2,000 volumes. Only 6 schools (7 per cent) of the 81 respondents reported collections larger than 6,000 volumes.

The book collection information concerning average totals of fiction and non-fiction holdings is reported in Appendix Tables XCVI and XCVII, pages 160 and 161. As reported, non-fiction holdings made up 45 per cent of elementary collections, 77 per cent of the collections of high schools, 71 per cent of the collections of combined elementary-high schools, and 61 per cent of the collections of all schools.

Table XXXII provides statistical totals by level of instruction concerning volume collection growth between 1965 and 1966. Totals of reported holdings of fiction and non-fiction volumes are also shown. Schools reported library volume growth as follows: elementary - 23 per cent, high school - 9 per cent, combined elementary-high school - 13 per cent, and all schools reporting - 15 per cent.

Quality of book collections. In an effort to determine the quality of library book collections in non-public schools, information was solicited concerning qualitative holdings of source lists, encyclopedias, general reference volumes, and collections of basic books.

Fourteen elementary schools with centralized libraries were sampled on the basis of 1 out of 5 in each size classification. Returns were received from 10 schools (71 per cent). All 23 Arizona non-public schools with high school grades were circularized and 19 responses were received for a return of 83 per cent. The methods used and the returns received represent a fair basis for conclusions, with

TABLE XXXI

AVERAGE TOTAL OF VOLUMES AND AVERAGE NUMBER OF BOOKS PER PUPIL IN NON-PUBLIC SCHOOL LIBRARIES ON 6/30/66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{2{,}095 - (3)}{2}$	$\frac{6{,}443 - (6)}{1}$		$\frac{3{,}544 - (4)}{3}$
2	601-800	$\frac{2{,}969 - (4)}{7}$	$\frac{10{,}275 - (17)}{1}$		$\frac{3{,}882 - (6)}{8}$
3	401-600	$\frac{2{,}198 - (4)}{4}$	$\frac{5{,}159 - (9)}{4}$	$\frac{3{,}711 - (7)}{2}$	$\frac{3{,}685 - (7)}{10}$
4	301-400	$\frac{1{,}300 - (4)}{9}$		$\frac{4{,}207 - (13)}{1}$	$\frac{1{,}591 - (5)}{10}$
5	201-300	$\frac{1{,}020 - (4)}{10}$	$\frac{3{,}968 - (15)}{2}$	$\frac{1{,}510 - (7)}{1}$	$\frac{1{,}511 - (6)}{13}$
6	101-200	$\frac{962 - (6)}{13}$	$\frac{4{,}215 - (29)}{5}$	$\frac{3{,}858 - (31)}{2}$	$\frac{2{,}065 - (14)}{20}$
7	1-100	$\frac{283 - (5)}{14}$	$\frac{6{,}189 - (83)}{1}$	$\frac{2{,}203 - (35)}{2}$	$\frac{856 - (15)}{17}$
	Total	$\frac{1{,}223 - (4)}{59}$	$\frac{5{,}183 - (14)}{14}$	$\frac{3{,}157 - (13)}{8}$	$\frac{2{,}098 - (7)}{81}$

Note: Numerators - First number - average total of volumes held on 6/30/66.
Second number (parentheses) - average number of books per pupil.

Denominator - number of schools answering this item.

TABLE XXXII

STATISTICAL TOTALS OF NON-PUBLIC SCHOOL LIBRARY VOLUME COLLECTIONS, BY LEVEL OF INSTRUCTION

Item	Elementary	Senior High	Elem.-H.S. Combined	Total
Number of volumes on 6/30/65	$\frac{58,835}{53}$	$\frac{66,678}{13}$	$\frac{22,355}{8}$	$\frac{147,868}{74}$
Number of volumes added 65/66	$\frac{10,751}{50}$	$\frac{7,515}{13}$	$\frac{3,095}{8}$	$\frac{21,361}{71}$
Number of volumes withdrawn 65/66	$\frac{1,023}{22}$	$\frac{6,531}{10}$	$\frac{205}{7}$	$\frac{7,759}{39}$
Total number of volumes 6/30/66	$\frac{72,134}{59}$	$\frac{72,555}{14}$	$\frac{25,259}{8}$	$\frac{169,948}{81}$
Number of fiction volumes 6/30/66	$\frac{39,218}{56}$	$\frac{14,552}{14}$	$\frac{7,383}{8}$	$\frac{61,153}{78}$
Non-fiction volumes on 6/30/66	$\frac{33,218}{59}$	$\frac{44,983}{13}$	$\frac{17,876}{8}$	$\frac{96,077}{80}$

Note: Numerator - total number of volumes.

Denominator - total number of schools answering these items.

the limitation that only schools with centralized libraries were sampled at the elementary level.

Appendix Table XCVIII, page 162, indicates that qualitative aspects of non-public elementary school book collections are in need of improvement. Sixty per cent of the source list and encyclopedia holdings reported were less than 20 per cent of standard. Ninety per cent of the general reference holdings and 70 per cent of basic book collection holdings were less than 20 per cent of standard. Percentage holdings in all areas reported by elementary schools were less than 60 per cent of standard.

The mode percentage range of qualitative holdings in high school libraries, as shown in Appendix Table XCIX, page 163, was: source lists - 40-59 per cent, encyclopedias - 40-59 per cent, general reference - 40-59 per cent, and basic books - 40-59 per cent.

Magazines. The magazine subscription holdings of non-public school libraries are shown in Appendix Table C, page 164. The average total of titles reported for the 69 schools responding was fourteen. The averages by level of instruction were: elementary - 5, high school - 42, and combined elementary-high school - 12. These compare most unfavorably with 20, 83, and 44 respectively, as reported by the same levels of instruction in public schools, and are considerably below recommended national standards.

Newspapers. The average newspaper subscription holdings of libraries in non-public schools is shown in Appendix Table CI, page 165. Only 35 school libraries reported the existence of newspapers in the library. The average holdings reported were: elementary - 2, high school - 5, combined elementary-high school - 3, and all schools reporting - 3.

Audio-visual materials in the library. Appendix Table CII, page 166, shows that only 7 schools reported holdings of 16mm films in library collections. The average reported holding was 10 films. An average holding of 86 phonograph records and tapes was reported maintained in library collections by 27 responding schools, as shown in Appendix Table CIII, page 167.

The average total of filmstrips maintained in non-public school libraries is reported in Appendix Table CIV, page 168. For the 31 schools responding, 101 filmstrips was reported as the average holding.

Appendix Table CV, page 169, shows that the 25 school libraries responding indicated holdings of an average total of 175 maps and pamphlets. The largest holdings of all audio-visual materials were maintained in high school libraries.

Inter-library loan. One survey question asked schools if they supplemented their collection resources by borrowing from public and/or college or university libraries. As reported in Appendix Table CVI, page 170, of the 58 schools with centralized libraries, 21 (36 per cent) borrowed from public libraries and 10 (17 per cent) borrowed from college or university libraries. The highest incidence of borrowing from other collections was reported by elementary schools.

Library Expenditures

Library books. As shown in Table XXXIII, with 66 schools responding, the average per school expenditure for library books in 1965-66, by level of instruction, was: elementary - $713., high school - $2,227., and combined elementary-high school - $804. For all schools reporting, the average expenditure was $1,021.

The average per pupil expenditure for library books was: elementary - $2.17, high school - $5.68, combined elementary-high school - $3.48, and all schools reporting - $3.09.

Binding and rebinding. Only 14 of the 58 schools with centralized libraries furnished information about binding and rebinding expenditures. Appendix Table CVII, page 171, shows that $82. was the average per school expenditure reported by all schools responding for the year 1965-66. Eight elementary schools reported an average expenditure of $65. and 5 high schools reported spending an average of $114. The average per pupil expenditure for binding and rebinding for all schools reporting was 20¢.

Periodicals. The average per school expenditure for library periodicals, as shown in Appendix Table CVIII, page 172, was: elementary - $57., high school - $216., combined elementary-high school - $67., and all schools - $99. The average per pupil expenditure for library periodicals was: elementary - 16¢, high school - 52¢, combined elementary-high school - 26¢, and all schools reporting - 28¢. Many schools with centralized libraries failed to report the existence of any budget for magazines or periodicals, indicating a serious deficiency in this important area.

Library supplies. Appendix Table CIX, page 173, indicates an average per school expenditure of $121. for library supplies in 1965-66, with 44 schools reporting. By level of instruction the average expenditures were: elementary - $97., high school - $192., and combined elementary-high school - $64.

The average per pupil expenditure for library supplies was: elementary - 26¢, high school - 47¢, combined elementary-high school - 22¢, and all schools reporting - 32¢. Again, the absence of any report from many schools probably indicates a serious deficiency in this important area of budgeting.

TABLE XXXIII

AVERAGE PER SCHOOL AND AVERAGE PER PUPIL EXPENDITURES IN NON-PUBLIC SCHOOLS FOR LIBRARY BOOKS IN 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$1,004.-(2) $1.66	$2,754.-(1) $2.61		$1,587.-(3) $1.75
2	601-800	$1,212.-(6) $1.71	$871.-(1) $1.43		$1,163.-(7) $1.67
3	401-600	$838.-(4) $1.68	$4,104.-(4) $7.44	$708.-(2) $1.39	$2,118.-(10) $4.05
4	301-400	$711.-(9) $2.08			$711.-(9) $2.08
5	201-300	$650.-(9) $2.45	$1,687.-(2) $6.23	$350.-(1) $1.56	$798.-(12) $3.04
6	101-200	$658.-(9) $4.01	$1,027.-(4) $6.72	$1,042.-(2) $8.47	$807.-(15) $5.19
7	1-100	$288.-(7) $7.92	$1,433.-(1) $19.10	$889.-(2) $14.11	$523.-(10) $11.47
	Total	$713.-(46) $2.17	$2,227.-(13) $5.68	$804.-(7) $3.48	$1,021.-(66) $3.09

Note: Numerator - First number - average per school expenditure.
Second number (parentheses) - number of schools answering this item.

Denominator - average per pupil $ expenditure.

Audio-visual materials and supplies. Only 23 non-public schools responded to the questionnaire with information concerning expenditures for audio-visual materials and supplies purchased or maintained in school libraries in 1965-66. Appendix Table CX, page 174, shows that average per school expenditures were: elementary - $167., high school - $145., combined elementary-high school - $32., and all schools reporting - $150.

The average per pupil expenditure for audio-visual materials and supplies was: elementary - 38¢, high school - 29¢, combined elementary-high school - 18¢, and all schools reporting - 35¢.

Total average library expenditures. For those schools responding to the various questionnaire items, the total average per pupil expenditure for library materials and services, exclusive of personnel salaries, was: elementary - $3.12, high school - $7.20, combined elementary-high school - $4.64, and all schools reporting - $4.24.

CHAPTER X

SUMMARY OF FINDINGS AND CONCLUSIONS

The analysis of survey data indicated great diversity in the qualitative and quantitative aspects of school libraries. The findings were useful in drawing conclusions relative to strengths and weaknesses in specific areas of Arizona school library programs.

A basic and general conclusion derived from the data, regardless of specific school highs or lows in levels of adequacy, was that school library programs in Arizona, particularly in the public schools, are rapidly developing and becoming an active educational force.

Public School Libraries

Library organization. Eighty-six per cent of the schools reporting had centralized library facilities, and 96 per cent of the students represented by responding schools were served by centralized libraries. Although this is commendable, 71 schools, typically elementary with small enrollments, offered limited library resources. Virtually all junior and senior high schools had centralized facilities, but 18 per cent of the elementary schools were without them.

The various data concerning the availability of the library emphasized the limited number of hours that school libraries were open outside of the regular school day. Only 59 schools, largely senior high, kept their libraries open more than eight hours per day. Twenty schools, typically senior high, maintained evening hours. Reporting open libraries during summer school sessions were 135 schools, mostly elementary. Fifty-five schools opened libraries during the summer at other times. Although of limited nature, the trend toward increased use of library services through extended hours is important and worthy of promotion.

Sixty-one schools, 14 per cent of those responding, reported use of the library as a study hall. This malpractice detracts from the permissive atmosphere desired for libraries, prevents non-scheduled students from having easy access to the library, and confuses the role of the librarian as a resource person.

A commendable 408 schools, 86 per cent of those responding, indicated both voluntary and scheduled student use of the library. Most of the libraries departing from this recommended practice were in elementary schools of small enrollments.

Library facilities. The quality of library facilities has not kept pace with the growth of collections and the improved training of librarians. The individual school must ensure that its library provides adequate quarters and functional facilities for the needs of students and teachers.

Ideally, the facilities listed in the survey questionnaire can be important elements in a good library program. Although some libraries reported excellent facilities, a large number lacked vital physical quarters and equipment such as conference rooms and study carrels. In too many instances teachers workrooms, halls, and storage closets were the repository for the library collection. Shelving was reported to be inadequate in many libraries in the face of growing book collections.

The survey furnished evidence of growing student enrollments contrasted with minimal library seating capacity. Only about 7 per cent of Arizona's school children can be seated in libraries.

The addition of adequate seating capacity, space for materials collections, and other functional facilities would do much to improve library programs, particularly in many of the smaller elementary schools where critical deficiencies occur.

Library services. An evaluation of the success of library services depends upon their value to teacher and student recipients, qualitative factors being difficult to measure.

The survey responses revealed that most school librarians attempt close cooperation with teachers, often seeking teacher help in the selection of new materials. However, only 20 per cent reported occasionally helping teachers plan units of instruction.

In general, the library services to students were related to reading guidance, guidance in viewing and listening, research and reference services, instruction in the use of materials, and personal and educational guidance. Many librarians reported a dissatisfaction with the scope of their own library services and indicated that common interferences were: insufficient funds, limited personnel, inadequate materials, and a lack of quality and functional facilities.

A further implication revealed by the data was that most of the clerical personnel serving as librarians, and many teacher-librarians, are not adequately trained and often act as mere purveyors of books, offering little in the way of meaningful library service.

Library personnel. The survey revealed that most Arizona schools follow recommended standards and attempt to employ professional personnel as school librarians. Only 10 per cent of the respondents reported use of a non-certificated librarian, and only 15 per cent reported the use of a teacher-librarian in charge of the library. Most non-certificated librarians and teacher-librarians were serving in elementary schools.

Many Arizona school libraries are inadequately staffed. At least one-third of all libraries using professional personnel had less than a full-time librarian. This was particularly true in elementary schools. Very few schools with an enrollment of more than 300 pupils employed a full-time professional librarian for every 300 pupils or major fraction thereof. Many teacher-librarians, working in elementary schools, reported teaching a full load each day and opening the library for a brief time before and/or after school as a duty assignment.

Although increased professional competence is vital to the improvement of library programs in all schools, a commendable 61 per cent of librarian respondents reported having completed more than twenty semester hours of library science education. The average for all school librarians reporting was 25 semester hours. Attention might well be directed to upgrading the professional training of the approximately 130 librarians who fail to meet the present eighteen semester hour state certification standard.

The survey revealed that 50 per cent of the school librarians in Arizona hold masters degrees. Only 25 librarians reported 5th year degrees from library schools accredited by the American Library Association. Many librarians, in questionnaire comments, deplored the lack of a graduate library school in Arizona.

Another area in which school librarians need encouragement is in active participation in professional organizations. The reason for the limited participation reported could not be accurately determined, although frequently excessive dues were mentioned as a reason for non-participation.

It was commendable that many librarians were serving under contracts extending beyond the school year, as recommended by national standards. This was particularly true in junior and senior high schools and in elementary schools with larger enrollments.

School librarians in Arizona are paid as teachers, with salaries usually based upon education and experience. The salaries paid in 1965-66 exceeded the national average considerably. The median salary range for librarians was $7,000. - $7,499. One hundred forty-five librarians, 37 per cent of the respondents, reported salaries in excess of $8,000.

Although few schools reported the achievement of recommended standards, the employment of adult clerical personnel in school libraries is a growing factor in the improvement of library programs in Arizona. The survey indicated that the highest level of clerical staffing was most often found in the large senior high school. The library clerk in the elementary school was frequently reported as a substitute for a trained librarian, and often had assignments at two or more schools. There is evidence that many districts are taking measured steps to phase out non-certificated librarians and employ professional personnel. The provision of qualified personnel in adequate numbers continues to be the prime need which administrators must consider to ensure a quality library program.

Library materials. In analyzing the data concerning materials collections in school libraries, a fact to be recognized was the tendency for librarians to count all materials regardless of condition, age, or current educational value. From the quantitative data gathered, it was evident that weeding and discarding have not been commonly practiced.

The survey revealed that the average holding of library books in June, 1965, of all schools responding, was 8 books per pupil. Sufficient volumes were added to libraries during the ensuing year, through federal programs and increased district effort, to bring the average holding to 9 books per pupil on 30 June, 1966. Although few schools achieved recommended standards, a solid start for rapid improvement has evidently been made.

Of less promise is the report of qualitative aspects of materials collections. The reported holdings of elementary schools in source lists, encyclopedias, general reference collections, and basic book collections were consistently sub-standard. The reported holdings of junior high schools were only somewhat more complete. The senior high school data evidenced weaknesses in source list and general reference collection holdings. An analysis of all the data reveals the level of qualitative holdings to be a serious weakness in state school libraries.

Additionally, many schools were found to be deficient in collections of magazines and newspapers. The minimum recommended standards for magazines were exceeded by only 26 per cent of the elementary schools, 2 per cent of the junior high schools, and 26 per cent of the senior high schools.

Newspaper holdings were significantly deficient. Only 250 schools, 56 per cent of all schools reporting centralized libraries, subscribed to any newspapers. Of the 445 schools with centralized libraries, only 90 (20 per cent) maintained the minimum of three subscriptions recommended by national standards. Elementary school libraries were particularly weak in this important area.

There are no standards available with which to contrast audio-visual material holdings of school libraries. It is significant, however, that only 56 per cent of the schools with centralized libraries reported that audio-visual service was a function of their libraries.

Since no report on the age or condition of audio-visual materials was requested, an accurate evaluation of the collection was virtually impossible. Like printed materials, they must be in usable condition and reasonably current to be effective as teaching aids. They must be carefully selected to support curriculum needs and should be weeded and replaced as needed.

Library expenditures. The survey concluded that the $643,429. in Title II federal monies spent by Arizona school districts for the purchase of library materials during 1965-66 had a tremendous and beneficial effect on library programs. A number of schools reported an inability to participate in the funds because of district policy forbidding the use of federal aid.

The average per pupil expenditure for library books in junior and senior high schools was slightly higher than the recommended minimum standard of $4.00. Average per pupil expenditures in the elementary schools were somewhat sub-standard, particularly in the larger schools. Very few schools in any level of instruction equaled the recommended maximum standard of $6.00 per pupil.

The survey data revealed deficiencies in average amounts budgeted for binding and re-binding, periodicals, library supplies, and audio-visual materials and supplies, with many schools reporting nothing budgeted in some areas.

A basic conclusion derived from the data was that most Arizona school libraries are in need of increased budgets if standards of excellence are to be achieved.

District library programs. There is a need for the establishment of more district level library programs staffed by qualified professional personnel, and with adequate clerical personnel and facilities. Only 12 Arizona school districts were known to have a coordinated district library program offering the supervision of a district library consultant or coordinator.

Of the 11 districts reporting, most reported the offering of quality levels of service in the selecting, ordering, cataloging, and processing of materials and the preparation of budgets and reports. Weaknesses were apparent in in-service education programs for teachers, conferences with public and college librarians, the production of audio-visual materials, and the maintenance of community resources files.

The value of district oriented programs was pointedly demonstrated by survey findings which revealed that most qualitative and quantitative aspects of library programs were consistently higher in those schools having district leadership and coordination.

Non-Public School Libraries

Library organization, facilities, and services. The survey revealed a need for better organization of library resources in many non-public schools, particularly on the elementary level. Only 61 per cent of all schools responding reported the existence of centralized libraries. More than one-half of all non-public elementary schools were in need of libraries, as evidenced by the 36 schools reporting classroom collections only.

Few of the libraries were used as study halls, but accessibility to students was narrowed in too many instances by limited open hours. A commendable 67 per cent of the schools reported student use of the library was both voluntary and scheduled as recommended by standards.

The size of areas used for library services in many schools was obviously inadequate. Collections were housed in closets, storage rooms, and halls. In the typical library a need was reported for more space and additional functional facilities such as conference rooms, a library office, and exhibit and demonstration areas.

The library services to students and teachers were found to be quite functional in many of the schools which had librarians and centralized libraries. This speaks well for those few professionals who aim for quality despite low budgets and a lack of facilities.

Library personnel. The survey data indicated a critical insufficiency of professional librarians in non-public schools. Of the 58 schools reporting centralized libraries, only 31 used certificated library personnel. Twenty of the schools with centralized collections reported no personnel of any kind assigned to the library.

The data from those schools using certificated librarians indicated a need for a higher level of library training in many instances, particularly for elementary schools using teacher-librarians. Additional clerical and student assistance was also indicated as a means for the improvement of many library programs.

Library materials collections. Although improvements in materials collections continue, particularly with help provided through the use of federal funds, most non-public school book collections fall considerably short of national standards. Only a few high schools met or exceeded the quantitative recommendations.

Qualitative aspects, likewise, are in need of attention in nearly all schools reporting. As in public school libraries, there was evidence that little weeding and discarding had taken place in recent years. One serious implication revealed by the data was the need for radical improvement in holdings of source lists, encyclopedias, general reference books, and even basic books. Some elementary schools reported a complete lack of holdings in some areas. Magazine and newspaper holdings, on the average, were also reported to be sub-standard.

The use of loaned materials from public or college libraries is an area relatively untouched by non-public schools.

Library expenditures. An important conclusion drawn from the data concerning library budget or expenditures was that many of the deficiencies and weaknesses of non-public school library programs are traceable directly to inadequate financial support. Librarians reported no lack of knowledge concerning the ingredients of a quality program. They did imply real difficulty in getting an adequate budget to implement such a program.

For a few high schools, and nearly all elementary schools, the average per pupil expenditure for library books, periodicals, library supplies, and audio-visual materials and supplies has been critically low. Librarians indicated that the seriousness of this dilemma is continually being heightened by the rising costs of resource materials.

APPENDIX A

Public School Tables

TABLE XXXIV

INSTRUCTIONAL MATERIALS CENTERS BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			3		3
2	1,501-2,100			2		2
3	1,201-1,500	3	1	2		6
4	901-1,200	8		1		9
5	601-900	20	6	4	1	31
6	401-600	26	3	4		33
7	201-400	18	1	4	2	25
8	1-200	3		5		8
	Total	$\frac{78}{373} = 21\%$	$\frac{11}{45} = 24\%$	$\frac{25}{89} = 28\%$	$\frac{3}{9} = 33\%$	$\frac{117}{516} = 23\%$

Note: Denominators = number of schools answering questionnaire item.

TABLE XXXV

TYPES OF LIBRARY SERVICE BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			14-(3) 0- 0		14-(3) 0- 0
2	1,501-2,100	5-(0) 0- 0	2-(0) 0- 0	9-(2) 0- 2		16-(2) 0- 2
3	1,201-1,500	13-(3) 1- 2	2-(1) 0- 1	9-(2) 0- 2		24-(6) 1- 5
4	901-1,200	36-(8) 0- 4	5-(0) 0- 2	5-(1) 0- 2	1-(0) 0- 0	47-(9) 0- 8
5	601-900	86-(20) 3- 9	16-(6) 0- 2	12-(4) 0- 4	2-(1) 0- 0	116-(31) 3- 15
6	401-600	85-(26) 3- 1	12-(3) 0- 1	9-(4) 0- 2	1-(0) 0- 0	107-(33) 3- 4
7	201-400	58-(18) 16- 8	6-(1) 0- 0	15-(4) 0- 2	3-(2) 0- 0	82-(25) 16- 10
8	1-200	21-(3) 46- 3	1-(0) 1- 0	16-(5) 0- 2	1-(0) 1- 0	39-(8) 48- 5
	Total	304-(78) 69- 27	44-(11) 1- 6	89-(25) 0- 16	8-(3) 1- 0	445-(117) 71- 49

Note: Numerators: First number = number of schools with centralized library collections.
Second number (in parentheses) = number of schools whose centralized collections are a part of instructional materials centers.
Denominators: First number = number of schools with only classroom collections.
Second number = number of schools with centralized collections and classroom collections.

TABLE XXXVI

AVERAGE OPEN LIBRARY HOURS PER WEEK BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{50.3}{14}$		$\frac{50.3}{14}$
2	1,501-2,100	$\frac{36.6}{5}$	$\frac{40.5}{2}$	$\frac{44.3}{9}$		$\frac{41.4}{16}$
3	1,201-1,500	$\frac{37.6}{13}$	$\frac{40.}{2}$	$\frac{46.3}{9}$		$\frac{41.1}{24}$
4	901-1,200	$\frac{36.5}{36}$	$\frac{38.6}{5}$	$\frac{41.4}{5}$	$\frac{40.}{1}$	$\frac{37.3}{47}$
5	601-900	$\frac{35.1}{86}$	$\frac{39.3}{16}$	$\frac{42.9}{12}$	$\frac{39.}{2}$	$\frac{36.5}{116}$
6	401-600	$\frac{32.3}{87}$	$\frac{35.3}{12}$	$\frac{39.}{9}$	$\frac{35.}{1}$	$\frac{33.2}{109}$
7	201-400	$\frac{30.2}{59}$	$\frac{38.1}{6}$	$\frac{37.5}{15}$	$\frac{30.}{3}$	$\frac{32.1}{83}$
8	1-200	$\frac{23.2}{30}$	$\frac{30.}{1}$	$\frac{36.}{16}$	$\frac{17.5}{2}$	$\frac{27.2}{49}$
	Total	$\frac{32.6}{316}$	$\frac{37.8}{44}$	$\frac{41.9}{89}$	$\frac{30.8}{9}$	$\frac{34.8}{458}$

Note: Numerator - average total hours per week library is open
Denominator - number of schools answering this item

(Open library hours were found to exist in various combinations on school days. Only 2 of 458 schools reported opening libraries on Saturday. No Sunday open hours were indicated.)

TABLE XXXVII

AVERAGE GROSS FLOOR AREA (SQUARE FEET) FOR LIBRARY SERVICES BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{6,009}{14}$		$\frac{6,009}{14}$
2	1,501-2,100	$\frac{1,427}{4}$	$\frac{1,950}{2}$	$\frac{4,181}{8}$		$\frac{3,075}{14}$
3	1,201-1,500	$\frac{1,414}{12}$	$\frac{3,189}{2}$	$\frac{4,405}{9}$		$\frac{2,739}{23}$
4	901-1,200	$\frac{1,500}{36}$	$\frac{1,475}{5}$	$\frac{3,728}{5}$	$\frac{1,500}{1}$	$\frac{1,735}{47}$
5	601-900	$\frac{1,311}{85}$	$\frac{1,904}{15}$	$\frac{2,314}{12}$	$\frac{1,567}{2}$	$\frac{1,499}{114}$
6	401-600	$\frac{1,283}{82}$	$\frac{1,298}{10}$	$\frac{2,004}{9}$	$\frac{5,760}{1}$	$\frac{1,392}{102}$
7	201-400	$\frac{979}{55}$	$\frac{1,331}{6}$	$\frac{1,694}{12}$	$\frac{1,720}{3}$	$\frac{1,149}{76}$
8	1-200	$\frac{405}{27}$	$\frac{1,800}{1}$	$\frac{1,395}{16}$	$\frac{575}{1}$	$\frac{792}{45}$
	Total	$\frac{1,190}{301}$	$\frac{1,682}{41}$	$\frac{3,121}{85}$	$\frac{2,016}{8}$	$\frac{1,631}{435}$

Note: Numerator - average gross floor area (sq. ft.).
Denominator - number of schools answering item.

TABLE XXXVIII

NORMAL STUDY SEATING CAPACITY IN LIBRARY, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			166 - 6.% 0 -(14)		166 - 6.% 0 -(14)
2	1,501-2,100	46 - 3.% 0 - (5)	70 - 4.% 0 - (2)	120 - 7.% 0 - (9)		91 - 5.% 0 -(16)
3	1,201-1,500	49 - 4.% 0 -(12)	70 - 5.% 0 - (2)	134 - 10.% 4 - (9)		84 - 6.% 4 -(23)
4	901-1,200	45 - 4.% 0 -(35)	54 - 5.% 0 - (5)	79 - 8.% 2 - (5)	50 - 4.% 0 - (1)	49 - 5.% 2 -(46)
5	601-900	41 - 6.% 4 -(81)	55 - 8.% 4 -(15)	70 - 10.% 4 - (12)	40 - 6.% 0 - (1)	46 - 6.% 12 -(109)
6	401-600	36 - 7.% 12 -(80)	43 - 9.% 2 - (9)	56 - 12.% 6 - (9)		39 - 8.% 20 -(98)
7	201-400	32 - 11.% 30 - (50)	48 - 15.% 5 - (6)	50 - 17.% 14 - (15)	30 - 11.% 2 - (3)	37 - 12.% 51 - (74)
8	1-200	24 - 24.% 18 - (13)	72 - 55.% 1 - (1)	42 - 29.% 16 - (15)	24 - 13.% 1 - (1)	35 - 27.% 36 - (30)
	Total	38 - 6.% 64 -(276)	53 - 7.% 12 -(40)	88 - 9.% 46 -(88)	34 - 7.% 3 - (6)	50 - 7.% 125 -(410)

Note: Numerators: First number = average seating capacity.
Second number = per cent of enrollment which can be seated.

Denominators: First number = number of schools which can seat 10% or more of enrollment.
Second number (parentheses) = number of schools answering item.

TABLE XXXIX

NUMBER OF SCHOOLS OFFERING AUDIO VISUAL SERVICE AS A FUNCTION OF THE LIBRARY, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{10}{14}$		$\frac{10}{14}$ - 71%
2	1,501-2,100	$\frac{2}{4}$	$\frac{0}{2}$	$\frac{6}{9}$		$\frac{8}{15}$ - 53%
3	1,201-1,500	$\frac{7}{11}$	$\frac{1}{2}$	$\frac{6}{9}$		$\frac{14}{22}$ - 64%
4	901-1,200	$\frac{14}{31}$	$\frac{1}{4}$	$\frac{2}{5}$	$\frac{0}{1}$	$\frac{17}{41}$ - 41%
5	601-900	$\frac{42}{87}$	$\frac{9}{15}$	$\frac{8}{12}$	$\frac{2}{2}$	$\frac{61}{116}$ - 53%
6	401-600	$\frac{52}{87}$	$\frac{5}{9}$	$\frac{4}{8}$		$\frac{61}{104}$ - 59%
7	201-400	$\frac{33}{65}$	$\frac{2}{6}$	$\frac{11}{15}$	$\frac{3}{3}$	$\frac{49}{89}$ - 55%
8	1-200	$\frac{23}{51}$	$\frac{0}{2}$	$\frac{7}{14}$	$\frac{1}{2}$	$\frac{31}{69}$ - 45%
	Total	$\frac{173}{336}$ - 51.%	$\frac{18}{40}$ - 45%	$\frac{54}{86}$ - 63%	$\frac{6}{8}$ - 75%	$\frac{251}{470}$ - 53.%

Note: Numerator = number of school libraries offering A.-V. service (yes)
Denominator = number of schools answering this item (yes or no)

TABLE XL

NUMBER OF SCHOOLS BELONGING TO SCHOOL DISTRICTS OPERATING A SEPARATE CENTRAL AUDIO VISUAL SERVICE, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{12}{14}$		$\frac{12}{14}$ 86%
2	1,501-2,100	$\frac{3}{5}$	$\frac{1}{2}$	$\frac{5}{9}$		$\frac{9}{16}$ 56%
3	1,201-1,500	$\frac{11}{14}$	$\frac{2}{2}$	$\frac{7}{9}$		$\frac{20}{25}$ 80%
4	901-1,200	$\frac{28}{37}$	$\frac{5}{5}$	$\frac{2}{5}$	$\frac{0}{1}$	$\frac{35}{48}$ 73%
5	601-900	$\frac{68}{90}$	$\frac{13}{16}$	$\frac{6}{12}$	$\frac{1}{2}$	$\frac{88}{120}$ 73%
6	401-600	$\frac{62}{91}$	$\frac{9}{13}$	$\frac{2}{9}$	$\frac{1}{1}$	$\frac{74}{114}$ 65%
7	201-400	$\frac{49}{76}$	$\frac{3}{6}$	$\frac{1}{15}$	$\frac{1}{3}$	$\frac{54}{100}$ 54%
8	1-200	$\frac{13}{70}$	$\frac{0}{2}$	$\frac{1}{16}$	$\frac{1}{2}$	$\frac{15}{90}$ 17%
	Total	$\frac{234}{383}$ 61%	$\frac{33}{46}$ 72%	$\frac{36}{89}$ 40%	$\frac{4}{9}$ 44%	$\frac{307}{527}$ 58%

Note: Numerator = number of schools having district central A.-V. service.
Denominator = number of schools returning questionnaire.

TABLE XLI

NUMBER OF SCHOOLS WITH MEMBERSHIP IN AN ARIZONA FILM COOPERATIVE, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{2}{14}$		$\frac{2}{14}$ 14%
2	1,501-2,100	$\frac{1}{5}$	$\frac{1}{2}$	$\frac{7}{9}$		$\frac{9}{16}$ 56%
3	1,201-1,500	$\frac{2}{14}$	$\frac{1}{2}$	$\frac{4}{9}$		$\frac{7}{25}$ 28%
4	901-1,200	$\frac{12}{37}$	$\frac{1}{5}$	$\frac{2}{5}$	$\frac{0}{1}$	$\frac{15}{48}$ 31%
5	601-900	$\frac{14}{90}$	$\frac{4}{16}$	$\frac{3}{12}$	$\frac{0}{2}$	$\frac{21}{120}$ 18%
6	401-600	$\frac{18}{91}$	$\frac{3}{13}$	$\frac{4}{9}$	$\frac{1}{1}$	$\frac{26}{114}$ 23%
7	201-400	$\frac{21}{76}$	$\frac{0}{6}$	$\frac{7}{15}$	$\frac{0}{3}$	$\frac{28}{100}$ 28%
8	1-200	$\frac{13}{70}$	$\frac{0}{2}$	$\frac{9}{16}$	$\frac{1}{2}$	$\frac{23}{90}$ 26%
	Total	$\frac{81}{383}$ 21%	$\frac{10}{46}$ 22%	$\frac{38}{89}$ 43%	$\frac{2}{9}$ 22%	$\frac{131}{527}$ 25%

Note: Numerator = number of schools with membership in film cooperative.
Denominator = number of schools returning questionnaire.

TABLE XLII

RANGE OF SCHOOL USE OF PROFESSIONAL LIBRARY PERSONNEL, BY LEVEL OF INSTRUCTION

Number of Professional Personnel	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	244	38	57	9	348
2	3	2	28		33
3	1		2		3
4		1	2		3
5					
6		1			1
Total	248	42	89	9	388

Note: Figures indicate the number of schools which use professional (certificated) library personnel in the numbers shown.

TABLE XLIII

AVERAGE TOTAL HOURS PER WEEK WORKED IN SCHOOL LIBRARIES BY PROFESSIONAL PERSONNEL, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{90}{14}$		$\frac{90}{14}$
2	1,501-2,100	$\frac{38}{4}$	$\frac{43}{2}$	$\frac{72}{9}$		$\frac{59}{15}$
3	1,201-1,500	$\frac{39}{10}$	$\frac{42}{2}$	$\frac{60}{9}$		$\frac{49}{21}$
4	901-1,200	$\frac{36}{32}$	$\frac{40}{5}$	$\frac{41}{5}$	$\frac{40}{1}$	$\frac{37}{43}$
5	601-900	$\frac{35}{77}$	$\frac{39}{16}$	$\frac{45}{12}$	$\frac{39}{2}$	$\frac{37}{107}$
6	401-600	$\frac{23}{73}$	$\frac{33}{11}$	$\frac{42}{9}$	$\frac{35}{1}$	$\frac{26}{94}$
7	201-400	$\frac{17}{43}$	$\frac{34}{5}$	$\frac{35}{15}$	$\frac{32}{3}$	$\frac{23}{66}$
8	1-200	$\frac{7}{9}$	$\frac{30}{1}$	$\frac{26}{16}$	$\frac{5}{2}$	$\frac{19}{28}$
	Total	$\frac{27}{248}$	$\frac{37}{42}$	$\frac{51}{89}$	$\frac{29}{9}$	$\frac{34}{388}$

Note: Numerator - average total hours per week worked.
Denominator - number of schools answering this item.

TABLE XLIV

RANGE OF HOURS THAT TEACHER-LIBRARIANS ARE ASSIGNED TO LIBRARY SERVICES, BY LEVEL OF INSTRUCTION

Hours	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1 - 5	15			1	16
6 - 10	8		1	1	10
11 - 15	5	2	6		13
16 - 20	5		2	1	8
21 - 25	3	1	4		8
26 - 30	4	2	3	1	10
31 - 35	2		2		4
36 - 40	4				4
Total	46	5	18	4	73

A Teacher-Librarian is defined as being a certificated person who serves as a librarian on a part-time basis and has a classroom teaching assignment in addition.

TABLE XLV

NUMBER OF SCHOOLS WITH TEACHER-LIBRARIANS AND AVERAGE HOURS PER WEEK ASSIGNED TO LIBRARY SERVICES, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100					
2	1,501-2,100					
3	1,201-1,500	$\frac{2}{39}$		$\frac{1}{6}$		$\frac{3}{28}$
4	901-1,200	$\frac{5}{25}$				$\frac{5}{25}$
5	601-900	$\frac{5}{15}$		$\frac{1}{15}$		$\frac{6}{15}$
6	401-600	$\frac{11}{15}$	$\frac{3}{22}$			$\frac{14}{17}$
7	201-400	$\frac{15}{13}$	$\frac{1}{15}$	$\frac{4}{25}$	$\frac{2}{25}$	$\frac{22}{16}$
8	1-200	$\frac{8}{7}$	$\frac{1}{30}$	$\frac{12}{22}$	$\frac{2}{5}$	$\frac{23}{15}$
	Total	$\frac{46}{15}$	$\frac{5}{22}$	$\frac{18}{21}$	$\frac{4}{15}$	$\frac{73}{17}$

Note: Numerator - total of schools using teacher-librarians.
Denominator - average number of hours per week that teacher-librarian is assigned to library services.

TABLE XLVI

RANGE OF TOTAL SEMESTER HOURS IN LIBRARY SCIENCE HELD BY SCHOOL LIBRARIANS, BY LEVEL OF INSTRUCTION

Semester Hours	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1 - 5	5	1			6
6 - 10	14	2	1		17
11 - 15	31	1	3		35
16 - 20	77	6	10	2	95
21 - 25	44	9	24	3	80
26 - 30	24	5	20	2	51
31 - 35	18	5	11		34
36 - 40	15	4	16		35
41 - 45		4	19		23
46 - 50	2		4		6
51 - 70	1	1	6	1	9
Total	231	38	114	8	391

TABLE XLVII

EDUCATIONAL DEGREE STATUS OF ARIZONA PUBLIC SCHOOL LIBRARIANS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{9}{21}$		$\frac{9}{21}$
2	1,501-2,100	$\frac{2}{1}$	$\frac{1}{1}$	$\frac{2}{14}$		$\frac{5}{16}$
3	1,201-1,500	$\frac{6}{3}$	$\frac{0}{2}$	$\frac{8}{6}$		$\frac{14}{11}$
4	901-1,200	$\frac{20}{11}$	$\frac{3}{2}$	$\frac{1}{4}$	$\frac{1}{0}$	$\frac{25}{17}$
5	601-900	$\frac{49}{27}$	$\frac{12}{4}$	$\frac{7}{8}$	$\frac{0}{2}$	$\frac{68}{41}$
6	401-600	$\frac{35}{36}$	$\frac{3}{6}$	$\frac{3}{7}$	$\frac{1}{0}$	$\frac{42}{49}$
7	201-400	$\frac{16}{25}$	$\frac{3}{2}$	$\frac{7}{7}$	$\frac{1}{2}$	$\frac{27}{36}$
8	1-200	$\frac{5}{3}$		$\frac{5}{9}$		$\frac{10}{12}$
	Total	$\frac{133}{106}$	$\frac{22}{17}$	$\frac{42}{76}$	$\frac{3}{4}$	$\frac{200}{203}$

Note: Numerator - number of librarians whose highest degree is a bachelor's degree.
Denominator - number of librarians having a master's degree.
(Twenty-five librarians reported 5th year degrees from American Library Association accredited schools.)

TABLE XLVIII

PROFESSIONAL AFFILIATION OF SCHOOL LIBRARIANS, BY LEVEL OF INSTRUCTION

Professional Organization	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
American Library Association	66 - 24%	10 - 23%	44 - 38%	1 - 13%	121 - 27%
Arizona School Library Association	139 - 50%	26 - 60%	83 - 71%	6 - 75%	254 - 57%
National Education Association	191 - 68%	29 - 67%	88 - 75%	5 - 63%	313 - 70%
Arizona Education Association	191 - 68%	32 - 74%	90 - 77%	5 - 63%	318 - 71%
Number of Librarians Answering Item	279	43	117	8	447

TABLE XLIX

LENGTH OF CONTRACT OF SCHOOL LIBRARIANS, BY LEVEL OF INSTRUCTION

Contract	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
9 mo.	137	18	67	4	226
9½ mo.	44	5	11		60
10 mo.	51	11	34	1	97
10½ mo.	6		1		7
11 - 12 mo.	4		2		6
Total	242	34	115	5	396

Number of librarians answering this item - 396

TABLE L

RANGE OF HOURS PER WEEK WORKED IN LIBRARY BY PAID CLERICAL PERSONNEL, BY LEVEL OF INSTRUCTION

Hours Worked	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1 - 9	26	3	1		30
10 - 19	29	3	2	1	35
20 - 29	31	3	6	1	41
30 - 39	28	4	5	2	39
40 - 49	48	6	15		69
50 - 59	2	1	2		5
60 - 69	1		3		4
70 - 79	1		2		3
80 - 89	1		7		8
90 - 99	1		2		3
100 - 119					
120 - 139	2		2		4
140 - 159			1		1
160 - 179			2		2
Total	170	20	50	4	244

TABLE LI

AVERAGE TOTAL HOURS PER WEEK WORKED IN SCHOOL LIBRARIES BY PAID CLERICAL PERSONNEL, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{91}{14}$		$\frac{91}{14}$
2	1,501-2,100	$\frac{49}{4}$	$\frac{40}{1}$	$\frac{55}{9}$		$\frac{52}{14}$
3	1,201-1,500	$\frac{28}{11}$	$\frac{40}{2}$	$\frac{55}{9}$		$\frac{40}{22}$
4	901-1,200	$\frac{34}{24}$	$\frac{29}{3}$	$\frac{31}{5}$		$\frac{33}{32}$
5	601-900	$\frac{24}{39}$	$\frac{30}{7}$	$\frac{36}{4}$	$\frac{37}{1}$	$\frac{26}{51}$
6	401-600	$\frac{29}{52}$	$\frac{25}{2}$	$\frac{37}{3}$		$\frac{29}{57}$
7	201-400	$\frac{26}{34}$	$\frac{20}{4}$	$\frac{40}{1}$	$\frac{23}{3}$	$\frac{25}{42}$
8	1-200	$\frac{29}{6}$	$\frac{12}{1}$	$\frac{21}{5}$		$\frac{24}{12}$
	Total	$\frac{28}{170}$	$\frac{28}{20}$	$\frac{56}{50}$	$\frac{26}{4}$	$\frac{34}{244}$

Note: Numerator - average total hours per week worked.
Denominator - number of schools responding to questionnaire item.

TABLE LII

AVERAGE TOTAL HOURS PER WEEK WORKED IN SCHOOL LIBRARIES BY UNPAID STUDENT PERSONNEL, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{181}{13}$		$\frac{181}{13}$
2	1,501-2,100		$\frac{6}{2}$	$\frac{66}{8}$		$\frac{54}{10}$
3	1,201-1,500	$\frac{37}{3}$		$\frac{61}{8}$		$\frac{55}{11}$
4	901-1,200	$\frac{26}{13}$	$\frac{103}{4}$	$\frac{101}{5}$	$\frac{5}{1}$	$\frac{55}{23}$
5	601-900	$\frac{25}{22}$	$\frac{17}{7}$	$\frac{29}{9}$		$\frac{24}{38}$
6	401-600	$\frac{17}{22}$	$\frac{23}{3}$	$\frac{98}{7}$		$\frac{35}{32}$
7	201-400	$\frac{12}{6}$	$\frac{30}{1}$	$\frac{43}{11}$	$\frac{35}{1}$	$\frac{32}{19}$
8	1-200	$\frac{10}{5}$		$\frac{26}{8}$	$\frac{25}{1}$	$\frac{20}{14}$
	Total	$\frac{21}{71}$	$\frac{38}{17}$	$\frac{80}{69}$	$\frac{22}{3}$	$\frac{48}{160}$

Note: Numerator - average total hours per week worked by unpaid student personnel.
Denominator - number of schools responding to questionnaire item.

TABLE LIII

AVERAGE TOTAL OF VOLUMES WITHDRAWN FROM LIBRARY COLLECTIONS DURING SCHOOL YEAR 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{1522}{13}$		$\frac{1522}{13}$
2	1,501-2,100	$\frac{547}{4}$		$\frac{216}{7}$		$\frac{336}{11}$
3	1,201-1,500	$\frac{112}{12}$	$\frac{612}{2}$	$\frac{780}{9}$		$\frac{417}{23}$
4	901-1,200	$\frac{341}{30}$	$\frac{273}{5}$	$\frac{206}{5}$	$\frac{900}{1}$	$\frac{330}{41}$
5	601-900	$\frac{279}{61}$	$\frac{1841}{14}$	$\frac{207}{8}$	$\frac{29}{2}$	$\frac{523}{85}$
6	401-600	$\frac{241}{62}$	$\frac{158}{7}$	$\frac{413}{9}$	$\frac{77}{1}$	$\frac{251}{79}$
7	201-400	$\frac{121}{43}$	$\frac{184}{3}$	$\frac{66}{10}$	$\frac{549}{3}$	$\frac{136}{59}$
8	1-200	$\frac{97}{12}$	$\frac{12}{2}$	$\frac{141}{10}$		$\frac{108}{24}$
	Total	$\frac{233}{224}$	$\frac{910}{33}$	$\frac{518}{71}$	$\frac{383}{7}$	$\frac{363}{335}$

Note: Numerator - average total of volumes withdrawn 1965-66.
Denominator - number of schools answering item.

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TABLE LIV

AVERAGE TOTAL OF FICTION VOLUMES IN LIBRARY COLLECTIONS ON 6/30/66 BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{4,910}{12}$		$\frac{4,910}{12}$
2	1,501-2,100	$\frac{2,172}{4}$	$\frac{1,135}{1}$	$\frac{3,090}{9}$		$\frac{2,688}{14}$
3	1,201-1,500	$\frac{3,201}{12}$	$\frac{2,784}{1}$	$\frac{2,649}{8}$		$\frac{2,971}{21}$
4	901-1,200	$\frac{2,929}{32}$	$\frac{2,518}{5}$	$\frac{1,792}{5}$	$\frac{1,500}{1}$	$\frac{2,716}{43}$
5	601-900	$\frac{2,252}{76}$	$\frac{2,113}{12}$	$\frac{2,226}{11}$	$\frac{4,596}{2}$	$\frac{2,279}{101}$
6	401-600	$\frac{2,222}{84}$	$\frac{1,549}{10}$	$\frac{1,649}{9}$	$\frac{2,786}{1}$	$\frac{2,113}{104}$
7	201-400	$\frac{1,564}{59}$	$\frac{1,542}{5}$	$\frac{1,564}{14}$	$\frac{3,107}{3}$	$\frac{1,620}{81}$
8	1-200	$\frac{460}{40}$	$\frac{463}{2}$	$\frac{1,172}{14}$		$\frac{638}{56}$
	Total	$\frac{1,985}{307}$	$\frac{1,833}{36}$	$\frac{2,372}{82}$	$\frac{3,257}{7}$	$\frac{2,066}{432}$

Note: Numerator = Average total of fiction volumes.
Denominator = Total number of schools answering item.

TABLE LV

AVERAGE TOTAL OF NON-FICTION VOLUMES IN LIBRARY COLLECTIONS ON 6/30/66 BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{15{,}018}{12}$		$\frac{15{,}018}{12}$
2	1,501-2,100	$\frac{4{,}249}{4}$	$\frac{2{,}111}{1}$	$\frac{9{,}902}{9}$		$\frac{7{,}731}{14}$
3	1,201-1,500	$\frac{4{,}735}{12}$	$\frac{4{,}983}{1}$	$\frac{7{,}876}{8}$		$\frac{5{,}943}{21}$
4	901-1,200	$\frac{4{,}026}{32}$	$\frac{3{,}810}{5}$	$\frac{6{,}357}{5}$	$\frac{11{,}400}{1}$	$\frac{4{,}427}{43}$
5	601-900	$\frac{2{,}956}{75}$	$\frac{3{,}177}{12}$	$\frac{6{,}225}{11}$	$\frac{4{,}415}{2}$	$\frac{3{,}371}{100}$
6	401-600	$\frac{2{,}622}{83}$	$\frac{2{,}005}{10}$	$\frac{4{,}530}{8}$	$\frac{4{,}182}{1}$	$\frac{2{,}726}{102}$
7	201-400	$\frac{1{,}684}{55}$	$\frac{2{,}616}{4}$	$\frac{2{,}942}{13}$	$\frac{2{,}945}{3}$	$\frac{2{,}002}{75}$
8	1-200	$\frac{352}{40}$	$\frac{499}{2}$	$\frac{2{,}310}{14}$		$\frac{846}{56}$
	Total	$\frac{2{,}485}{301}$	$\frac{2{,}737}{35}$	$\frac{6{,}743}{80}$	$\frac{4{,}749}{7}$	$\frac{3{,}348}{423}$

Note: Numerator = average total of non-fiction volumes.
Denominator = total number of schools answering item.

TABLE LVI

PERCENTAGE OF QUALITATIVE HOLDINGS HELD BY PUBLIC *ELEMENTARY SCHOOL LIBRARIES

Sch. Size	Student Enrollment	School Returns	Under 20%	20 - 39%	40 - 59%	60 - 79%	80 - 100%
1	Over 2,100						
2	1,501-2,100	2		$\frac{1 - 0}{0 - 0}$	$\frac{0 - 0}{2 - 1}$		$\frac{1 - 2}{0 - 0}$
3	1,201-1,500	2			$\frac{1 - 0}{2 - 1}$	$\frac{1 - 2}{0 - 0}$	$\frac{0 - 0}{0 - 1}$
4	901-1,200	6	$\frac{0 - 1}{1 - 0}$	$\frac{4 - 0}{2 - 0}$	$\frac{1 - 1}{1 - 1}$	$\frac{0 - 2}{2 - 4}$	$\frac{1 - 2}{0 - 1}$
5	601-900	16	$\frac{2 - 2}{7 - 1}$	$\frac{5 - 1}{5 - 6}$	$\frac{4 - 11}{3 - 2}$	$\frac{5 - 2}{1 - 6}$	$\frac{0 - 0}{0 - 1}$
6	401-600	16	$\frac{3 - 4}{8 - 1}$	$\frac{8 - 1}{4 - 5}$	$\frac{3 - 9}{3 - 4}$	$\frac{1 - 2}{1 - 3}$	$\frac{1 - 0}{0 - 3}$
7	201-400	9	$\frac{2 - 4}{5 - 1}$	$\frac{6 - 1}{3 - 4}$	$\frac{1 - 4}{1 - 4}$		
8	1-200	2	$\frac{2 - 1}{2 - 1}$	$\frac{0 - 1}{0 - 1}$			
	Total	53	$\frac{9 - 12}{23 - 4}$	$\frac{24 - 4}{14 - 16}$	$\frac{10 - 25}{12 - 13}$	$\frac{7 - 8}{4 - 14}$	$\frac{3 - 4}{0 - 6}$

Note: Numerator: First number - number of schools reporting percentage holdings of SOURCE LISTS.
Second number - number of schools reporting percentage holdings of ENCYCLOPEDIAS.
Denominator: First number - number of schools reporting percentage of GENERAL REFERENCE holdings.
Second number - number of schools reporting percentage BASIC BOOK COLLECTION holdings.

*80 elementary schools sampled; 1 out of 5 in each size, of those reporting a centralized library.

TABLE LVII

PERCENTAGE OF QUALITATIVE HOLDINGS HELD BY PUBLIC *JUNIOR HIGH SCHOOL LIBRARIES

Sch. Size	Student Enrollment	School Returns	Under 20%	20 - 39%	40 - 59%	60 - 79%	80 - 100%
1	Over 2,100						
2	1,501-2,100	1			$\frac{0 - 0}{0 - 1}$	$\frac{1 - 0}{1 - 0}$	$\frac{0 - 1}{0 - 0}$
3	1,201-1,500	1			$\frac{1 - 1}{1 - 0}$		$\frac{0 - 0}{0 - 1}$
4	901-1,200	1			$\frac{1 - 0}{1 - 0}$	$\frac{0 - 1}{0 - 1}$	
5	601-900	5	$\frac{0 - 1}{1 - 0}$	$\frac{1 - 0}{0 - 2}$	$\frac{1 - 2}{3 - 2}$	$\frac{2 - 2}{1 - 1}$	$\frac{1 - 0}{0 - 0}$
6	401-600	2		$\frac{0 - 0}{0 - 1}$	$\frac{0 - 2}{1 - 0}$	$\frac{0 - 0}{1 - 1}$	$\frac{2 - 0}{0 - 0}$
7	201-400	2	$\frac{1 - 1}{1 - 1}$		$\frac{1 - 1}{1 - 0}$	$\frac{0 - 0}{0 - 1}$	
8	1-200						
	Total	12	$\frac{1 - 2}{2 - 1}$	$\frac{1 - 0}{0 - 3}$	$\frac{4 - 6}{7 - 3}$	$\frac{3 - 3}{3 - 4}$	$\frac{3 - 1}{0 - 1}$

Note: Numerator: First number - number of schools reporting percentage holdings of SOURCE LISTS.
Second number - number of schools reporting percentage holdings of ENCYCLOPEDIAS.

Denominator: First number - number of schools reporting percentage of GENERAL REFERENCE holdings.
Second number - number of schools reporting percentage of BASIC BOOK COLLECTION holdings.

*12 junior high schools sampled; 1 out of 5 in each size, of those reporting a centralized library.

TABLE LVIII

PERCENTAGE OF QUALITATIVE HOLDINGS HELD BY PUBLIC *SENIOR HIGH SCHOOL LIBRARIES

Sch. Size	Student Enrollment	School Returns	Under 20%	20 - 39%	40 - 59%	60 - 79%	80 - 100%
1	Over 2,100	22	$\frac{1 - 0}{0 - 0}$	$\frac{1 - 0}{0 - 0}$	$\frac{16 - 0}{0 - 0}$	$\frac{2 - 2}{4 - 3}$	$\frac{2 - 20}{18 - 19}$
2	1,501-2,100	7			$\frac{5 - 0}{0 - 0}$	$\frac{1 - 2}{0 - 0}$	$\frac{1 - 5}{7 - 7}$
3	1,201-1,500	6			$\frac{4 - 0}{0 - 0}$	$\frac{2 - 3}{4 - 2}$	$\frac{0 - 3}{2 - 4}$
4	901-1,200	6		$\frac{1 - 0}{0 - 0}$	$\frac{5 - 0}{0 - 1}$	$\frac{0 - 2}{4 - 1}$	$\frac{0 - 4}{2 - 4}$
5	601-900	13		$\frac{0 - 1}{1 - 0}$	$\frac{9 - 3}{2 - 2}$	$\frac{2 - 2}{8 - 7}$	$\frac{2 - 7}{2 - 4}$
6	401-600	11**		$\frac{0 - 0}{1 - 1}$	$\frac{4 - 2}{2 - 0}$	$\frac{7 - 5}{7 - 6}$	$\frac{0 - 4}{1 - 3}$
7	201-400	7			$\frac{7 - 0}{3 - 2}$	$\frac{0 - 4}{2 - 4}$	$\frac{0 - 3}{2 - 1}$
8	1-200	17**	$\frac{1 - 1}{1 - 1}$	$\frac{1 - 1}{4 - 2}$	$\frac{5 - 5}{5 - 7}$	$\frac{4 - 5}{7 - 5}$	$\frac{6 - 5}{0 - 1}$
	Total	89	$\frac{2 - 1}{1 - 1}$	$\frac{3 - 2}{6 - 3}$	$\frac{55 - 10}{12 - 12}$	$\frac{18 - 25}{36 - 28}$	$\frac{11 - 51}{34 - 43}$

Note: Numerator: First number - number of schools reporting percentage holdings of SOURCE LISTS.
Second number - number of schools reporting percentage holdings of ENCYCLOPEDIAS.
Denominator: First number - number of schools reporting percentage of GENERAL REFERENCE holdings.
Second number - number of schools reporting percentage of BASIC BOOK COLLECTION holdings.

*All 109 high schools surveyed, some of whom had not returned a basic questionnaire. The 89 respondents are not the same 89 which returned questionnaires. **Two schools part of their response here.

TABLE LIX

AVERAGE TOTAL OF DIFFERENT MAGAZINE SUBSCRIPTIONS IN SCHOOL LIBRARIES FOR SCHOOL YEAR 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{140}{14}$		$\frac{140}{14}$
2	1,501-2,100	$\frac{24}{5}$	$\frac{35}{2}$	$\frac{132}{9}$		$\frac{86}{16}$
3	1,201-1,500	$\frac{26}{13}$	$\frac{42}{2}$	$\frac{102}{9}$		$\frac{56}{24}$
4	901-1,200	$\frac{33}{35}$	$\frac{25}{5}$	$\frac{104}{5}$	$\frac{70}{1}$	$\frac{44}{46}$
5	601-900	$\frac{26}{77}$	$\frac{37}{16}$	$\frac{73}{12}$	$\frac{68}{2}$	$\frac{34}{107}$
6	401-600	$\frac{20}{77}$	$\frac{28}{10}$	$\frac{61}{9}$	$\frac{36}{1}$	$\frac{25}{97}$
7	201-400	$\frac{12}{54}$	$\frac{30}{6}$	$\frac{55}{15}$	$\frac{40}{3}$	$\frac{23}{78}$
8	1-200	$\frac{6}{33}$	$\frac{10}{2}$	$\frac{32}{15}$	$\frac{17}{2}$	$\frac{14}{52}$
	Total	$\frac{20}{294}$	$\frac{34}{43}$	$\frac{83}{88}$	$\frac{44}{9}$	$\frac{35}{434}$

Note: Numerator - average total of magazine subscriptions per school.
Denominator - total number of schools answering this item.

TABLE LX

RANGE OF NEWSPAPER SUBSCRIPTIONS IN SCHOOL LIBRARIES FOR SCHOOL YEAR 1965-66, BY LEVEL OF INSTRUCTION

Number of Newspaper Subscriptions	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	84	17	7		108
2	29	8	14	1	52
3	13	3	18	3	37
4	1	3	21	1	26
5			10	1	11
6			10		10
7			6		6
Total	127	31	86	6	250

Note: Of the 445 schools responding to the questionnaire and reporting a centralized library, 177 elementary schools, 13 junior high schools, 3 senior high schools, and 2 combined elementary-high schools did not indicate any newspaper subscriptions for library collections. Thus, 195 schools (44 per cent) were without newspapers in their libraries.

TABLE LXI

AVERAGE TOTAL OF 16mm FILMS MAINTAINED IN LIBRARIES IN WHICH AUDIO VISUAL SERVICE IS A FUNCTION, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{600}{1}$		$\frac{600}{1}$
2	1,501-2,100					
3	1,201-1,500		$\frac{200}{1}$	$\frac{7}{1}$		$\frac{104}{2}$
4	901-1,200					
5	601-900	$\frac{368}{4}$	$\frac{5}{1}$	$\frac{6}{2}$	$\frac{7}{1}$	$\frac{187}{8}$
6	401-600	$\frac{187}{4}$		$\frac{1}{1}$		$\frac{149}{5}$
7	201-400			$\frac{1}{2}$		$\frac{1}{2}$
8	1-200	$\frac{38}{2}$				$\frac{38}{2}$
	Total	$\frac{229}{10}$	$\frac{103}{2}$	$\frac{89}{7}$	$\frac{7}{1}$	$\frac{156}{20}$

Note: Numerator = average total of 16mm films.
Denominator = number of schools answering this item.

TABLE LXII

AVERAGE TOTAL OF PHONOGRAPH RECORDS AND TAPES MAINTAINED IN LIBRARIES IN WHICH AUDIO VISUAL SERVICE IS A FUNCTION, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{403}{10}$		$\frac{403}{10}$
2	1,501-2,100	$\frac{250}{2}$		$\frac{201}{6}$		$\frac{213}{8}$
3	1,201-1,500	$\frac{291}{5}$	$\frac{15}{1}$	$\frac{379}{6}$		$\frac{312}{12}$
4	901-1,200	$\frac{166}{13}$	$\frac{15}{1}$	$\frac{502}{2}$		$\frac{198}{16}$
5	601-900	$\frac{224}{37}$	$\frac{140}{8}$	$\frac{353}{8}$	$\frac{153}{2}$	$\frac{228}{55}$
6	401-600	$\frac{264}{48}$	$\frac{70}{5}$	$\frac{84}{4}$		$\frac{235}{57}$
7	201-400	$\frac{188}{31}$	$\frac{168}{2}$	$\frac{97}{10}$	$\frac{393}{3}$	$\frac{181}{46}$
8	1-200	$\frac{48}{19}$		$\frac{79}{7}$		$\frac{56}{26}$
	Total	$\frac{205}{155}$	$\frac{108}{17}$	$\frac{249}{53}$	$\frac{297}{5}$	$\frac{210}{230}$

Note: Numerator = average total of phono records and tapes.
Denominator = number of schools answering this item.

TABLE LXIII

AVERAGE TOTAL OF FILMSTRIPS MAINTAINED IN LIBRARIES IN WHICH AUDIO VISUAL SERVICE IS A FUNCTION, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{379}{8}$		$\frac{379}{8}$
2	1,501-2,100	$\frac{350}{2}$		$\frac{199}{6}$		$\frac{237}{8}$
3	1,201-1,500	$\frac{408}{7}$	$\frac{246}{1}$	$\frac{206}{6}$		$\frac{310}{14}$
4	901-1,200	$\frac{485}{12}$	$\frac{27}{1}$	$\frac{411}{2}$		$\frac{444}{15}$
5	601-900	$\frac{351}{37}$	$\frac{293}{9}$	$\frac{367}{7}$	$\frac{608}{2}$	$\frac{353}{55}$
6	401-600	$\frac{345}{47}$	$\frac{228}{5}$	$\frac{237}{4}$		$\frac{327}{56}$
7	201-400	$\frac{236}{31}$	$\frac{610}{2}$	$\frac{199}{9}$	$\frac{680}{3}$	$\frac{275}{45}$
8	1-200	$\frac{94}{19}$		$\frac{209}{7}$	$\frac{132}{1}$	$\frac{125}{27}$
	Total	$\frac{307}{155}$	$\frac{293}{18}$	$\frac{266}{49}$	$\frac{564}{6}$	$\frac{304}{228}$

Note: Numerator = average total of filmstrips.
Denominator = number of schools answering this item.

TABLE LXIV

AVERAGE TOTAL OF MAPS AND PAMPHLETS MAINTAINED IN LIBRARIES IN WHICH AUDIO VISUAL SERVICE IS A FUNCTION, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{2,999}{8}$		$\frac{2,999}{8}$
2	1,501-2,100	$\frac{1,025}{2}$		$\frac{2,233}{6}$		$\frac{1,931}{8}$
3	1,201-1,500	$\frac{1,314}{7}$	$\frac{300}{1}$	$\frac{1,966}{6}$		$\frac{1,521}{14}$
4	901-1,200	$\frac{298}{9}$	$\frac{50}{1}$	$\frac{1,750}{2}$		$\frac{519}{12}$
5	601-900	$\frac{406}{30}$	$\frac{237}{9}$	$\frac{895}{8}$	$\frac{2,443}{2}$	$\frac{538}{49}$
6	401-600	$\frac{438}{36}$	$\frac{695}{4}$	$\frac{1,355}{4}$		$\frac{545}{44}$
7	201-400	$\frac{293}{21}$	$\frac{850}{2}$	$\frac{264}{11}$	$\frac{687}{3}$	$\frac{346}{37}$
8	1-200	$\frac{54}{18}$		$\frac{515}{7}$		$\frac{183}{25}$
	Total	$\frac{398}{123}$	$\frac{410}{17}$	$\frac{1,380}{52}$	$\frac{1,389}{5}$	$\frac{684}{197}$

Note: Numerator = average total of pamphlets and maps.
Denominator = number of schools answering this item.

TABLE LXV

NUMBER OF SCHOOLS WITH CENTRALIZED LIBRARIES WHICH SUPPLEMENT THEIR RESOURCES BY BORROWING FROM PUBLIC LIBRARIES AND/OR COLLEGE OR UNIVERSITY LIBRARIES, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			2 - 4 14		(14%)2-4(28%) 14
2	1,501-2,100	0 - 1 5	0 - 0 2	2 - 1 9		(13%)2-2(13%) 16
3	1,201-1,500	0 - 0 13	0 - 1 2	3 - 3 9		(13%)3-4(17%) 24
4	901-1,200	4 - 0 36	1 - 1 5	1 - 2 5	0 - 0 1	(13%)6-3(6%) 47
5	601-900	8 - 6 86	3 - 3 16	4 - 1 12	0 - 0 2	(13%)15-10(9%) 116
6	401-600	18 - 11 85	3 - 3 12	1 - 1 9	0 - 0 1	(21%)22-15(21%) 107
7	201-400	16 - 5 58	0 - 0 6	1 - 1 15	1 - 2 3	(20%)18-8(9%) 92
8	1-200	5 - 2 21	0 - 0 1	2 - 2 16	1 - 0 1	(21%)8-4(10%) 39
	Total	(17%)51-25(8%) 304	(16%)7-8(18%) 44	(18%)16-15(17%) 89	(25%)2-2(25%) 8	(17%)76-50(11%) 445

Note: Numerators: First number - number of schools borrowing from public libraries.
Second number - number of schools borrowing from college or university libraries.
Denominator: number of schools with centralized libraries answering questionnaire items.

TABLE LXVI

AVERAGE PER SCHOOL EXPENDITURE FOR LIBRARY BINDING AND REBINDING IN 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{\$467.}{12}$		$\frac{\$467.}{12}$
2	1,501-2,100	$\frac{\$190.}{3}$		$\frac{\$442.}{5}$		$\frac{\$348.}{8}$
3	1,201-1,500	$\frac{\$285.}{8}$	$\frac{\$252.}{2}$	$\frac{\$449.}{8}$		$\frac{\$354.}{18}$
4	901-1,200	$\frac{\$177.}{19}$	$\frac{\$250.}{3}$	$\frac{\$316.}{3}$		$\frac{\$202.}{25}$
5	601-900	$\frac{\$139.}{34}$	$\frac{\$219.}{7}$	$\frac{\$243.}{7}$		$\frac{\$165.}{48}$
6	401-600	$\frac{\$157.}{38}$	$\frac{\$225.}{4}$	$\frac{\$141.}{4}$	$\frac{\$56.}{1}$	$\frac{\$160.}{47}$
7	201-400	$\frac{\$140.}{21}$	$\frac{\$\ 50.}{1}$	$\frac{\$206.}{7}$	$\frac{\$40.}{1}$	$\frac{\$149.}{30}$
8	1-200	$\frac{\$\ 51.}{8}$		$\frac{\$106.}{8}$		$\frac{\$\ 78.}{16}$
	Total	$\frac{\$155.}{131}$ (23¢)	$\frac{\$220.}{17}$ (28¢)	$\frac{\$313.}{54}$ (30¢)	$\frac{\$48.}{2}$ (14¢)	$\frac{\$201.}{204}$ (25¢)

Note: Numerator - average per school expenditure.
Denominator - number of schools answering this item.
(In Total, the number in parentheses is the average per pupil expenditure by level of instruction.)

TABLE LXVII

AVERAGE PER SCHOOL EXPENDITURE FOR LIBRARY PERIODICALS IN 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{\$1,455.}{14}$		$\frac{\$1,455.}{14}$
2	1,501-2,100	$\frac{\$153.}{4}$	$\frac{\$300.}{1}$	$\frac{\$896.}{8}$		$\frac{\$622.}{13}$
3	1,201-1,500	$\frac{\$127.}{11}$	$\frac{\$226.}{2}$	$\frac{\$790.}{9}$		$\frac{\$407.}{22}$
4	901-1,200	$\frac{\$163.}{26}$	$\frac{\$183.}{3}$	$\frac{\$455.}{5}$	$\frac{\$500.}{1}$	$\frac{\$216.}{35}$
5	601-900	$\frac{\$129.}{55}$	$\frac{\$199.}{13}$	$\frac{\$440.}{12}$	$\frac{\$420.}{1}$	$\frac{\$190.}{81}$
6	401-600	$\frac{\$127.}{65}$	$\frac{\$153.}{8}$	$\frac{\$424.}{8}$	$\frac{\$123.}{1}$	$\frac{\$158.}{82}$
7	201-400	$\frac{\$79.}{33}$	$\frac{\$136.}{4}$	$\frac{\$336.}{14}$	$\frac{\$143.}{3}$	$\frac{\$153.}{54}$
8	1-200	$\frac{\$41.}{17}$	$\frac{\$25.}{1}$	$\frac{\$189.}{13}$		$\frac{\$102.}{31}$
	Total	$\frac{\$118.}{211}$ (19¢)	$\frac{\$178.}{32}$ (25¢)	$\frac{\$636.}{83}$ (60¢)	$\frac{\$245.}{6}$ (48¢)	$\frac{\$255.}{332}$ (34¢)

Note: Numerator - average per school expenditure.
Denominator - number of schools answering this item.
(In Total, the number in parentheses is the average per pupil expenditure by level of instruction.)

TABLE LXVIII

AVERAGE PER SCHOOL EXPENDITURE FOR LIBRARY SUPPLIES IN 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Junior High	Senior High	Elem.-H.S. Combined	Total
1	Over 2,100			$\frac{\$1,412.}{13}$		$\frac{\$1,412.}{13}$
2	1,501-2,100	$\frac{\$204.}{4}$		$\frac{\$1,131.}{9}$		$\frac{\$846.}{13}$
3	1,201-1,500	$\frac{\$179.}{10}$	$\frac{\$550.}{1}$	$\frac{\$743.}{8}$		$\frac{\$436.}{19}$
4	901-1,200	$\frac{\$159.}{25}$	$\frac{\$225.}{2}$	$\frac{\$523.}{5}$	$\frac{\$500.}{1}$	$\frac{\$229.}{33}$
5	601-900	$\frac{\$167.}{49}$	$\frac{\$186.}{11}$	$\frac{\$184.}{11}$	$\frac{\$46.}{1}$	$\frac{\$171.}{72}$
6	401-600	$\frac{\$171.}{58}$	$\frac{\$185.}{8}$	$\frac{\$282.}{8}$	$\frac{\$260.}{1}$	$\frac{\$186.}{75}$
7	201-400	$\frac{\$249.}{34}$	$\frac{\$88.}{2}$	$\frac{\$156.}{13}$	$\frac{\$122.}{3}$	$\frac{\$212.}{52}$
8	1-200	$\frac{\$89.}{12}$		$\frac{\$135.}{11}$		$\frac{\$111.}{23}$
	Total	$\frac{\$178.}{192}$ (28¢)	$\frac{\$196.}{24}$ (29¢)	$\frac{\$575.}{78}$ (53¢)	$\frac{\$196.}{6}$ (38¢)	$\frac{\$283.}{300}$ (38¢)

Note: Numerator - average per school expenditure.
Denominator - number of schools answering this item.
(In Total, the number in parentheses is the average per pupil expenditure by level of instruction.)

APPENDIX B

Non-Public School Tables

TABLE LXIX

INSTRUCTIONAL MATERIALS CENTERS IN NON-PUBLIC SCHOOLS,
BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{0}{3}$	$\frac{0}{1}$		$\frac{0}{4}$ -
2	601-800	$\frac{1}{9}$	$\frac{0}{1}$		$\frac{1}{10}$ - 10%
3	401-600	$\frac{0}{4}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{2}{10}$ - 20%
4	301-400	$\frac{0}{11}$		$\frac{0}{1}$	$\frac{0}{12}$ -
5	201-300	$\frac{1}{12}$	$\frac{0}{3}$	$\frac{0}{1}$	$\frac{1}{16}$ - 6%
6	101-200	$\frac{3}{15}$	$\frac{1}{6}$	$\frac{1}{2}$	$\frac{5}{23}$ - 22%
7	1-100	$\frac{0}{17}$	$\frac{0}{1}$	$\frac{1}{2}$	$\frac{1}{20}$ - 5%
	Total	$\frac{5}{71}$ - 7%	$\frac{2}{16}$ - 13%	$\frac{3}{8}$ - 38%	$\frac{10}{95}$ - 11%

Note: Numerator - number of schools indicating possession of an instructional materials center.
Denominator - number of schools answering questionnaire item.

TABLE LXX

NUMBER OF NON-PUBLIC SCHOOLS WITH ONLY CLASSROOM LIBRARY COLLECTIONS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{3}{3}$	$\frac{0}{1}$		$\frac{3}{4}$ - 75%
2	601-800	$\frac{4}{9}$	$\frac{0}{1}$		$\frac{4}{10}$ - 40%
3	401-600	$\frac{1}{4}$	$\frac{0}{4}$	$\frac{0}{2}$	$\frac{1}{10}$ - 10%
4	301-400	$\frac{4}{11}$		$\frac{0}{1}$	$\frac{4}{12}$ - 33%
5	201-300	$\frac{6}{12}$	$\frac{0}{3}$	$\frac{0}{1}$	$\frac{6}{16}$ - 38%
6	101-200	$\frac{6}{15}$	$\frac{1}{6}$	$\frac{0}{2}$	$\frac{7}{23}$ - 30%
7	1-100	$\frac{12}{17}$	$\frac{0}{1}$	$\frac{0}{2}$	$\frac{12}{20}$ - 60%
	Total	$\frac{36}{71}$ - 51%	$\frac{1}{16}$ - 6%	$\frac{0}{8}$ -	$\frac{37}{95}$ - 39%

Note: Numerator - number of schools with classroom collections only.
Denominator - number of schools answering questionnaire item.
(Of the 29,044 pupils represented by respondents to the item, 10,664 (37 per cent) are served by classroom collections only.)

TABLE LXXI

AVERAGE OPEN LIBRARY HOURS PER WEEK IN NON-PUBLIC SCHOOLS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{40.}{1}$		$\frac{40.}{1}$
2	601-800	$\frac{24.}{5}$	$\frac{30.}{1}$		$\frac{25.}{6}$
3	401-600	$\frac{24.6}{3}$	$\frac{42.7}{4}$	$\frac{45.}{2}$	$\frac{37.2}{9}$
4	301-400	$\frac{23.6}{5}$		$\frac{40.}{1}$	$\frac{26.3}{6}$
5	201-300	$\frac{19.6}{8}$	$\frac{47.3}{3}$	$\frac{30.}{1}$	$\frac{27.4}{12}$
6	101-200	$\frac{21.7}{9}$	$\frac{37.}{5}$	$\frac{35.}{2}$	$\frac{28.1}{16}$
7	1-100	$\frac{28.6}{9}$	$\frac{86.}{1}$	$\frac{65.}{2}$	$\frac{39.5}{12}$
	Total	$\frac{23.6}{39}$	$\frac{43.6}{15}$	$\frac{44.8}{8}$	$\frac{31.2}{62}$

Note: Numerator - average total hours per week library is open.
Denominator - number of schools answering this item.

TABLE LXXII

RANGE OF TOTAL HOURS PER WEEK NON-PUBLIC SCHOOL LIBRARY IS OPEN, BY LEVEL OF INSTRUCTION

Hours Open	Elementary	Senior High	Elem.-H.S. Combined	Total
1 - 5	9			9
6 - 10	5			5
11 - 15	1	1		2
16 - 20	2		1	3
21 - 25	2	1	1	4
26 - 30	5	1	1	7
31 - 35	6			6
36 - 40	4	4	2	10
41 - 45	4	4		8
46 - 50	1	1	2	4
51 -		3	1	4
Total	39	15	8	62

TABLE LXXIII

NUMBER OF NON-PUBLIC SCHOOLS INDICATING SUMMER OPEN LIBRARY HOURS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{0 - (1)}{0 - (1)}$		$\frac{0 - (1)}{0 - (1)}$
2	601-800	$\frac{0 - (4)}{1 - (5)}$	$\frac{0 - (1)}{0 - (1)}$		$\frac{0 - (5)}{1 - (6)}$
3	401-600	$\frac{0 - (3)}{0 - (2)}$	$\frac{0 - (4)}{0 - (4)}$	$\frac{0 - (2)}{0 - (1)}$	$\frac{0 - (7)}{0 - (7)}$
4	301-400	$\frac{1 - (7)}{1 - (6)}$		$\frac{0 - (1)}{0 - (0)}$	$\frac{1 - (8)}{1 - (6)}$
5	201-300	$\frac{0 - (8)}{1 - (6)}$	$\frac{1 - (3)}{0 - (2)}$	$\frac{0 - (1)}{0 - (1)}$	$\frac{1 - (12)}{1 - (9)}$
6	101-200	$\frac{1 - (10)}{2 - (8)}$	$\frac{1 - (3)}{1 - (3)}$	$\frac{1 - (2)}{1 - (2)}$	$\frac{3 - (15)}{4 - (13)}$
7	1-100	$\frac{2 - (9)}{3 - (8)}$	$\frac{0 - (1)}{1 - (1)}$	$\frac{1 - (2)}{1 - (1)}$	$\frac{3 - (12)}{5 - (10)}$
	Total	$\frac{4 - (41)}{8 - (35)}$	$\frac{2 - (13)}{2 - (12)}$	$\frac{2 - (8)}{2 - (5)}$	$\frac{8 - (62)}{12 - (52)}$

Note: Numerators - First number - number of schools opening library during summer school session.

Second number (parentheses) - number of schools answering this item.

Denominators - First number - number of schools maintaining other summer open library hours.

Second number (parentheses) - number of schools answering this item.

TABLE LXXIV

USE OF LIBRARY AS A STUDY HALL IN NON-PUBLIC SCHOOLS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{0}{1}$		$\frac{0}{1}$ -
2	601-800	$\frac{0}{5}$	$\frac{0}{1}$		$\frac{0}{6}$ -
3	401-600	$\frac{0}{3}$	$\frac{1}{4}$	$\frac{1}{2}$	$\frac{2}{9}$ - 22%
4	301-400	$\frac{0}{7}$		$\frac{0}{1}$	$\frac{0}{8}$ -
5	201-300	$\frac{0}{6}$	$\frac{2}{3}$	$\frac{0}{1}$	$\frac{2}{10}$ - 20%
6	101-200	$\frac{0}{8}$	$\frac{4}{5}$	$\frac{2}{2}$	$\frac{6}{15}$ - 40%
7	1-100	$\frac{0}{4}$	$\frac{0}{1}$	$\frac{1}{2}$	$\frac{1}{7}$ - 14%
	Total	$\frac{0}{33}$ -	$\frac{7}{15}$ - 47%	$\frac{4}{8}$ - 50%	$\frac{11}{56}$ - 20%

Note: Numerator - number of schools answering "yes" to question.
Denominator - number of schools answering this item.
(Librarians reported study hall responsibility in each instance of a study hall in the library.)

TABLE LXXV

BASIS ON WHICH LIBRARY IS USED IN NON-PUBLIC SCHOOLS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary			Senior High			Elem.-H.S. Combined			Total		
		Vol	Sch	Both	Vol	Sch	Both	Vol	Sch	Both	Vol	Sch	Both
1	Over 800						1						1
2	601-800	1		5			1				1		6
3	401-600	1	1	1	1		3			2	2	1	6
4	301-400		2	5				1			1	2	5
5	201-300		4	3			3	1			1	4	6
6	101-200	4		9	2		5			2	6		16
7	1-100	5		7			1	1		1	6		9
	Total	11	7	30	3	0	14	3	0	5	17	7	49

Note: First number (Vol) - number of schools indicating voluntary only.
Second number (Sch) - number of schools indicating scheduled only.
Third number (Both) - number of schools indicating both voluntary and scheduled use of library.

TABLE LXXVI

AVERAGE GROSS FLOOR AREA (SQUARE FEET) FOR LIBRARY SERVICES IN NON-PUBLIC SCHOOLS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{2,880}{1}$		$\frac{\text{[illegible]},880}{1}$
2	601-800	$\frac{777}{5}$	$\frac{3,648}{1}$		$\frac{1,256}{6}$
3	401-600	$\frac{566}{3}$	$\frac{1,807}{4}$	$\frac{692}{2}$	$\frac{1,146}{9}$
4	301-400	$\frac{1,204}{6}$		$\frac{2,800}{1}$	$\frac{1,432}{7}$
5	201-300	$\frac{613}{5}$	$\frac{2,277}{2}$	$\frac{250}{1}$	$\frac{984}{8}$
6	101-200	$\frac{670}{7}$	$\frac{1,511}{5}$	$\frac{1,481}{2}$	$\frac{1,086}{14}$
7	1-100	$\frac{295}{7}$	$\frac{2,340}{1}$	$\frac{1,553}{2}$	$\frac{751}{10}$
	Total	$\frac{686}{33}$	$\frac{2,015}{14}$	$\frac{1,313}{8}$	$\frac{1,115}{55}$

Note: Numerator - average gross floor area in square feet.

Denominator - number of schools answering this item.

TABLE LXXVII

NORMAL STUDY SEATING CAPACITY IN NON-PUBLIC SCHOOL LIBRARIES, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		57 - 5% 0 - (1)		57 - 5% 0 - (1)
2	601-800	35 - 5% 0 - (4)			35 - 5% 0 - (4)
3	401-600	23 - 4% 0 - (3)	58 - 14% 2 - (4)	30 - 6% 0 - (2)	40 - 7% 2 - (9)
4	301-400	22 - 6% 2 - (5)		35 - 11% 1 - (1)	24 - 7% 3 - (6)
5	201-300	47 - 18% 2 - (4)	65 - 23% 2 - (3)	12 - 5% 0 - (1)	49 - 19% 4 - (8)
6	101-200	22 - 14% 4 - (8)	45 - 31% 6 - (6)	35 - 28% 2 - (2)	32 - 22% 12 - (16)
7	1-100	16 - 33% 6 - (6)	36 - 48% 1 - (1)	38 - 52% 2 - (2)	22 - 41% 9 - (9)
	Total	28 - 9% 14 - (30)	53 - 16% 11 - (15)	30 - 12% 5 - (8)	34 - 12% 30 - (53)

Note: Numerators - First number - average school library seating capacity.
Second number - per cent of enrollment which can be seated.
Denominators - First number - number of schools which can seat 10 per cent or more of enrollment.
Second number - number of schools answering this item.

TABLE LXXVIII

NUMBER AND PER CENT OF NON-PUBLIC SCHOOLS WITH CENTRALIZED LIBRARIES HAVING CERTAIN TYPES OF FACILITIES, BY LEVEL OF INSTRUCTION

Library Facilities	Elementary	Senior High	Elem.-H.S. Combined	Total
Reading Room	15 - 43%	14 - 93%	5 - 63%	34 - 59%
Conference Room	2 - 6%	2 - 13%	1 - 13%	5 - 9%
Library Work Room	11 - 31%	14 - 93%	4 - 50%	29 - 50%
Librarian's Office	2 - 6%	7 - 47%	4 - 50%	13 - 22%
Library Classroom	4 - 11%	1 - 7%	1 - 13%	6 - 10%
Audio Visual Room	10 - 29%	3 - 20%	2 - 25%	15 - 26%
Carrel	0 -	2 - 13%	0 -	2 - 3%
Area for Teacher Preparation of Materials	4 - 11%	2 - 13%	2 - 25%	8 - 14%
Area for Professional Library	8 - 23%	6 - 40%	2 - 25%	16 - 28%
Exhibit and Demonstration Areas	4 - 11%	5 - 33%	2 - 25%	11 - 19%
Departmental Libraries	1 - 3%	1 - 7%	2 - 25%	4 - 7%
Number of Schools Reporting Centralized Libraries	35	15	8	58

TABLE LXXIX

NUMBER OF NON-PUBLIC SCHOOLS OFFERING AUDIO VISUAL SERVICE AS A FUNCTION OF THE LIBRARY, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{1}{3}$	$\frac{1}{1}$		$\frac{2}{4}$ - 50%
2	601-800	$\frac{1}{5}$	$\frac{0}{1}$		$\frac{1}{6}$ - 17%
3	401-600	$\frac{2}{3}$	$\frac{3}{4}$	$\frac{0}{2}$	$\frac{5}{9}$ - 56%
4	301-400	$\frac{6}{10}$		$\frac{1}{1}$	$\frac{7}{11}$ - 64%
5	201-300	$\frac{3}{11}$	$\frac{2}{2}$	$\frac{1}{1}$	$\frac{6}{14}$ - 43%
6	101-200	$\frac{7}{14}$	$\frac{2}{4}$	$\frac{1}{2}$	$\frac{10}{20}$ - 50%
7	1-100	$\frac{4}{11}$	$\frac{0}{1}$	$\frac{0}{2}$	$\frac{4}{14}$ - 29%
	Total	$\frac{24}{57}$ - 42%	$\frac{8}{13}$ - 62%	$\frac{3}{8}$ - 38%	$\frac{35}{78}$ - 45%

Note: Numerator - number of school libraries offering audio-visual service (yes).

Denominator - number of schools answering this item (yes or no).

(Of the 98 schools returning a questionnaire, only 4 reported membership in an Arizona film cooperative. Twelve of the 98 schools reported membership in school organizations which operate district or central audio-visual service.)

TABLE LXXX

RANGE OF HOURS PER WEEK WORKED IN NON-PUBLIC SCHOOL LIBRARIES BY PROFESSIONAL PERSONNEL, BY LEVEL OF INSTRUCTION

Range of Hours Worked	Elementary	Senior High	Elem.-H.S. Combined	Total
1 - 9	4		1	5
10 - 19	4	1		5
20 - 29	2	1	1	4
30 - 39		3		3
40 - 49	1	7	1	9
50 - 59		3		3
Total	11	15	3	29

TABLE LXXXI

AVERAGE TOTAL HOURS PER WEEK WORKED IN NON-PUBLIC SCHOOL LIBRARIES BY PROFESSIONAL PERSONNEL, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{40}{1}$		$\frac{40}{1}$
2	601-800	$\frac{14}{3}$	$\frac{30}{1}$		$\frac{18}{4}$
3	401-600		$\frac{44}{4}$		$\frac{44}{4}$
4	301-400	$\frac{20}{1}$		$\frac{40}{1}$	$\frac{30}{2}$
5	201-300	$\frac{5}{2}$	$\frac{45}{3}$		$\frac{29}{5}$
6	101-200	$\frac{20}{3}$	$\frac{38}{5}$	$\frac{23}{1}$	$\frac{31}{9}$
7	1-100	$\frac{13}{2}$	$\frac{12}{1}$	$\frac{3}{1}$	$\frac{10}{4}$
	Total	$\frac{14}{11}$	$\frac{39}{15}$	$\frac{22}{3}$	$\frac{28}{29}$

Note: Numerator - average total hours per week worked.

Denominator - number of schools answering this item.

TABLE LXXXII

NUMBER OF TEACHER-LIBRARIANS IN NON-PUBLIC SCHOOLS AND TOTAL AVERAGE HOURS PER WEEK ASSIGNED TO LIBRARY SERVICES, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800				
2	601-800	$\frac{2}{11}$			$\frac{2}{11}$
3	401-600			$\frac{2}{18}$	$\frac{2}{18}$
4	301-400	$\frac{1}{3}$			$\frac{1}{3}$
5	201-300	$\frac{1}{4}$	$\frac{1}{56}$		$\frac{2}{30}$
6	101-200	$\frac{4}{18}$	$\frac{4}{31}$	$\frac{1}{20}$	$\frac{9}{25}$
7	1-100	$\frac{1}{20}$	$\frac{1}{12}$	$\frac{2}{4}$	$\frac{4}{10}$
	Total	$\frac{9}{13}$	$\frac{6}{34}$	$\frac{5}{12}$	$\frac{20}{19}$

Note: Numerator - total of schools using teacher-librarians.

Denominator - average number of hours per week that teacher-librarian is assigned to library.

(A teacher-librarian is defined as being a certificated person who serves as a librarian on a part-time basis and has a classroom teaching assignment in addition.)

TABLE LXXXIII

NUMBER OF CERTIFIED LIBRARIANS IN NON-PUBLIC SCHOOLS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{1}{1}$		$\frac{1}{1}$
2	601-800	$\frac{0}{2}$	$\frac{1}{1}$		$\frac{1}{3}$
3	401-600	$\frac{0}{1}$	$\frac{4}{5}$	$\frac{0}{1}$	$\frac{4}{7}$
4	301-400	$\frac{0}{1}$		$\frac{1}{1}$	$\frac{1}{2}$
5	201-300	$\frac{0}{3}$	$\frac{2}{3}$		$\frac{2}{6}$
6	101-200	$\frac{1}{5}$	$\frac{5}{5}$	$\frac{1}{2}$	$\frac{7}{12}$
7	1-100	$\frac{0}{3}$	$\frac{1}{1}$		$\frac{1}{4}$
	Total	$\frac{1}{15}$	$\frac{14}{16}$	$\frac{2}{4}$	$\frac{17}{35}$

Note: Numerator - number of schools reporting a certified librarian.

Denominator - number of schools answering the item.

TABLE LXXXIV

AVERAGE LIBRARY SCIENCE TRAINING OF NON-PUBLIC SCHOOL LIBRARIANS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{30}{1}$		$\frac{30}{1}$
2	601-800	$\frac{7}{2}$	$\frac{8}{1}$		$\frac{7}{3}$
3	401-600		$\frac{29}{5}$		$\frac{29}{5}$
4	301-400	$\frac{10}{1}$		$\frac{30}{1}$	$\frac{20}{2}$
5	201-300		$\frac{14}{3}$		$\frac{14}{3}$
6	101-200	$\frac{21}{2}$	$\frac{42}{4}$	$\frac{15}{1}$	$\frac{32}{7}$
7	1-100	$\frac{6}{1}$	$\frac{12}{1}$		$\frac{9}{2}$
	Total	$\frac{12}{6}$	$\frac{27}{15}$	$\frac{23}{2}$	$\frac{23}{23}$

Note: Numerator - average total of semester hours in library science held by librarians.

Denominator - number of librarians answering this item.

TABLE LXXXV

RANGE OF TOTAL SEMESTER HOURS IN LIBRARY SCIENCE HELD BY NON-PUBLIC SCHOOL LIBRARIANS, BY LEVEL OF INSTRUCTION

Semester Hours	Elementary	Senior High	Elem.-H.S. Combined	Total
1 - 5	1			1
6 - 10	4	2		6
11 - 15		1	1	2
16 - 20		3		3
21 - 25				
26 - 30		5	1	6
31 - 35	1	1		2
36 - 40		1		1
41 - 45		1		1
46 - 50				
51 - 70		1		1
Total	6	15	2	23

TABLE LXXXVI

EDUCATIONAL DEGREE STATUS OF NON-PUBLIC SCHOOL LIBRARIANS, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{1}{0}$		$\frac{1}{0}$
2	601-800	$\frac{3}{0}$	$\frac{0}{1}$		$\frac{3}{1}$
3	401-600		$\frac{1}{4}$		$\frac{1}{4}$
4	301-400	$\frac{0}{1}$		$\frac{1}{0}$	$\frac{1}{1}$
5	201-300	$\frac{2}{0}$	$\frac{2}{1}$		$\frac{4}{1}$
6	101-200	$\frac{3}{1}$	$\frac{2}{3}$	$\frac{0}{1}$	$\frac{5}{5}$
7	1-100	$\frac{3}{0}$	$\frac{0}{1}$	$\frac{0}{1}$	$\frac{3}{2}$
	Total	$\frac{11}{2}$	$\frac{6}{10}$	$\frac{1}{2}$	$\frac{18}{14}$

Note: Numerator - number of librarians whose highest degree is a bachelor's degree.

Denominator - number of librarians holding a master's degree.

TABLE LXXXVII

RANGE OF SALARIES PAID TO NON-PUBLIC SCHOOL LIBRARIANS IN SCHOOL YEAR 1966-67, BY LEVEL OF INSTRUCTION

Range of Salaries	Elementary	Senior High	Elem.-H.S. Combined	Total
0 - $4999		6	1	7
$5000 - $5499		2	1	3
$5500 - $5999				
$6000 - $6499		1	1	2
$6500 - $6999				
$7000 -			1	1
Total	0	9	4	13

TABLE LXXXVIII

RANGE OF NON-PUBLIC SCHOOL USE OF PAID CLERICAL LIBRARY PERSONNEL, BY LEVEL OF INSTRUCTION

Number of Clerical Personnel	Elementary	Senior High	Elem.-H.S. Combined	Total
1	5	2	2	9
2		1		1
3				
4				
5				
6		1		1
Total	5	4	2	11

Note: Figures indicate the number of schools which reported using clerical library personnel (paid). Only 11 schools indicated such use.

TABLE LXXXIX

RANGE OF HOURS PER WEEK WORKED IN NON-PUBLIC SCHOOL LIBRARIES BY PAID CLERICAL PERSONNEL, BY LEVEL OF INSTRUCTION

Range of Hours Worked	Elementary	Senior High	Elem.-H.S. Combined	Total
1 - 9	3			3
10 - 19	1			1
20 - 29		1	2	3
30 - 39				
40 - 49	2	2		4
50 - 59				
60 - 69				
70 - 79		1		1
Total	6	4	2	12

TABLE XC

AVERAGE TOTAL HOURS PER WEEK WORKED IN NON-PUBLIC SCHOOL LIBRARIES BY PAID CLERICAL PERSONNEL, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800				
2	601-800	$\frac{3}{1}$			$\frac{3}{1}$
3	401-600		$\frac{40}{1}$		$\frac{40}{1}$
4	301-400				
5	201-300	$\frac{23}{2}$	$\frac{45}{2}$		$\frac{34}{4}$
6	101-200	$\frac{20}{3}$	$\frac{40}{1}$	$\frac{24}{2}$	$\frac{24}{6}$
7	1-100				
	Total	$\frac{18}{6}$	$\frac{43}{4}$	$\frac{24}{2}$	$\frac{27}{12}$

Note: Numerator - average total hours per week worked.

Denominator - number of schools answering this item.

TABLE XCI

AVERAGE TOTAL HOURS PER WEEK WORKED IN NON-PUBLIC SCHOOL LIBRARIES BY UNPAID STUDENT PERSONNEL, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{8}{1}$		$\frac{8}{1}$
2	601-800	$\frac{33}{2}$	$\frac{5}{1}$		$\frac{24}{3}$
3	401-600	$\frac{10}{1}$	$\frac{54}{3}$	$\frac{20}{1}$	$\frac{39}{5}$
4	301-400				
5	201-300	$\frac{4}{1}$	$\frac{45}{2}$		$\frac{31}{3}$
6	101-200	$\frac{5}{1}$	$\frac{5}{2}$	$\frac{48}{1}$	$\frac{16}{4}$
7	1-100		$\frac{40}{1}$	$\frac{12}{1}$	$\frac{26}{2}$
	Total	$\frac{17}{5}$	$\frac{32}{10}$	$\frac{27}{3}$	$\frac{27}{18}$

Note: Numerator - average total hours per week worked.

Denominator - number of schools answering this item.

TABLE XCII

AVERAGE TOTAL OF VOLUMES AND AVERAGE NUMBER OF BOOKS PER PUPIL IN NON-PUBLIC SCHOOL LIBRARIES ON 6/30/65, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	1,050 - (1) 1	5,805 - (5) 1		3,428 - (4) 2
2	601-800	2,627 - (4) 7	10,281 - (17) 1		3,584 - (5) 8
3	401-600	1,949 - (4) 4	4,801 - (9) 4	3,049 - (6) 2	3,310 - (6) 10
4	301-400	1,325 - (4) 9		3,750 - (12) 1	1,567 - (5) 10
5	201-300	771 - (3) 10	3,694 - (13) 2	1,450 - (6) 1	1,273 - (5) 13
6	101-200	908 - (6) 10	4,613 - (30) 4	3,508 - (29) 2	2,159 - (14) 16
7	1-100	241 - (4) 12	5,550 - (74) 1	2,021 - (32) 2	832 - (14) 15
	Total	1,110 - (4) 53	5,129 - (13) 13	2,794 - (12) 8	1,998 - (6) 74

Note: Numerators - First number - average total of volumes held on 6/30/65.
Second number (parentheses) - average number of books per pupil.

Denominator - number of schools answering this item.

TABLE XCIII

AVERAGE TOTAL OF VOLUMES ADDED TO NON-PUBLIC SCHOOL LIBRARY COLLECTIONS DURING SCHOOL YEAR 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{20}{1}$	$\frac{935}{1}$		$\frac{478}{2}$
2	601-800	$\frac{379}{7}$	$\frac{372}{1}$		$\frac{378}{8}$
3	401-600	$\frac{265}{4}$	$\frac{634}{4}$	$\frac{689}{2}$	$\frac{497}{10}$
4	301-400	$\frac{196}{8}$		$\frac{475}{1}$	$\frac{227}{9}$
5	201-300	$\frac{267}{10}$	$\frac{803}{2}$	$\frac{100}{1}$	$\frac{336}{13}$
6	101-200	$\frac{159}{10}$	$\frac{357}{4}$	$\frac{606}{1}$	$\frac{242}{15}$
7	1-100	$\frac{119}{10}$	$\frac{639}{1}$	$\frac{179}{3}$	$\frac{169}{14}$
	Total	$\frac{215}{50}$	$\frac{578}{13}$	$\frac{387}{8}$	$\frac{301}{71}$

Note: Numerator - average total of volumes added during 1965-66.

Denominator - number of schools answering item.

TABLE XCIV

AVERAGE TOTAL OF VOLUMES WITHDRAWN FROM NON-PUBLIC SCHOOL LIBRARY COLLECTIONS DURING SCHOOL YEAR 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{40}{1}$		$\frac{40}{1}$
2	601-800	$\frac{67}{4}$	$\frac{395}{1}$		$\frac{132}{5}$
3	401-600	$\frac{14}{4}$	$\frac{366}{3}$	$\frac{54}{1}$	$\frac{151}{8}$
4	301-400	$\frac{75}{6}$		$\frac{12}{1}$	$\frac{66}{7}$
5	201-300	$\frac{45}{4}$	$\frac{532}{1}$	$\frac{60}{1}$	$\frac{129}{6}$
6	101-200	$\frac{23}{3}$	$\frac{1,116}{4}$	$\frac{33}{1}$	$\frac{571}{8}$
7	1-100	$\frac{1}{1}$		$\frac{15}{3}$	$\frac{12}{4}$
	Total	$\frac{47}{22}$	$\frac{653}{10}$	$\frac{29}{7}$	$\frac{199}{39}$

Note: Numerator - average total of volumes withdrawn 1965-66.

Denominator - number of schools answering item.

TABLE XCV

RANGE OF TOTAL VOLUMES IN NON-PUBLIC SCHOOL LIBRARIES ON 6/30/65 AND 6/30/66, BY LEVEL OF INSTRUCTION

Range of Volumes	Elementary	Senior High	Elem.-H.S. Combined	Total
1 - 999	$\frac{28}{31}$			$\frac{28}{31}$
1,000 - 1,999	$\frac{16}{15}$		$\frac{2}{2}$	$\frac{18}{17}$
2,000 - 2,999	$\frac{6}{10}$	$\frac{3}{2}$	$\frac{2}{2}$	$\frac{11}{14}$
3,000 - 3,999	$\frac{1}{0}$	$\frac{1}{2}$	$\frac{3}{1}$	$\frac{5}{3}$
4,000 - 4,999	$\frac{1}{2}$	$\frac{2}{4}$	$\frac{1}{3}$	$\frac{4}{9}$
5,000 - 5,999	$\frac{1}{1}$	$\frac{4}{0}$		$\frac{5}{1}$
6,000 -		$\frac{3}{6}$		$\frac{3}{6}$
Total	$\frac{53}{59}$	$\frac{13}{14}$	$\frac{8}{8}$	$\frac{74}{81}$

Note: Numerator - number of schools with a quantity of volumes within a given range on 6/30/65.

Denominator - number of schools with a quantity of volumes within a given range on 6/30/66.

TABLE XCVI

AVERAGE TOTAL OF FICTION VOLUMES IN NON-PUBLIC SCHOOL LIBRARY COLLECTIONS ON 6/30/66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{631}{2}$	$\frac{1{,}341}{1}$		$\frac{867}{3}$
2	601-800	$\frac{1{,}740}{7}$	$\frac{1{,}953}{1}$		$\frac{1{,}766}{8}$
3	401-600	$\frac{1{,}132}{4}$	$\frac{1{,}138}{4}$	$\frac{1{,}079}{2}$	$\frac{1{,}124}{10}$
4	301-400	$\frac{761}{10}$		$\frac{1{,}553}{1}$	$\frac{833}{11}$
5	201-300	$\frac{536}{10}$	$\frac{1{,}010}{2}$	$\frac{605}{1}$	$\frac{614}{13}$
6	101-200	$\frac{516}{12}$	$\frac{848}{5}$	$\frac{865}{2}$	$\frac{640}{19}$
7	1-100	$\frac{190}{11}$	$\frac{450}{1}$	$\frac{670}{2}$	$\frac{277}{14}$
	Total	$\frac{700}{56}$	$\frac{1{,}039}{14}$	$\frac{923}{8}$	$\frac{784}{78}$

Note: Numerator - average total of fiction volumes held.

Denominator - number of schools answering this item.

TABLE XCVII

AVERAGE TOTAL OF NON-FICTION VOLUMES IN NON-PUBLIC SCHOOL LIBRARY COLLECTIONS ON 6/30/66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{1{,}464}{2}$	$\frac{5{,}102}{1}$		$\frac{2{,}677}{3}$
2	601-800	$\frac{1{,}146}{7}$	$\frac{956}{1}$		$\frac{1{,}122}{8}$
3	401-600	$\frac{779}{4}$	$\frac{3{,}891}{4}$	$\frac{2{,}632}{2}$	$\frac{1{,}958}{10}$
4	301-400	$\frac{562}{11}$		$\frac{2{,}654}{1}$	$\frac{736}{12}$
5	201-300	$\frac{461}{10}$	$\frac{2{,}959}{2}$	$\frac{905}{1}$	$\frac{879}{13}$
6	101-200	$\frac{465}{12}$	$\frac{2{,}927}{4}$	$\frac{2{,}993}{2}$	$\frac{1{,}293}{18}$
7	1-100	$\frac{214}{13}$	$\frac{5{,}739}{1}$	$\frac{1{,}534}{2}$	$\frac{724}{16}$
	Total	$\frac{563}{59}$	$\frac{3{,}460}{13}$	$\frac{2{,}235}{8}$	$\frac{1{,}201}{80}$

Note: Numerator - average total of non-fiction volumes held.

Denominator - number of schools answering this item.

TABLE XCVIII

PERCENTAGE OF QUALITATIVE HOLDINGS HELD BY NON-PUBLIC *ELEMENTARY SCHOOL LIBRARIES

Sch. Size	Student Enrollment	School Returns	Under 20%	20 - 39%	40 - 59%	60 - 79%	80 - 100%
1	Over 800						
2	601-800	3	$\frac{1-1}{2-0}$	$\frac{1-0}{1-2}$	$\frac{1-2}{0-1}$		
3	401-600	1	$\frac{1-1}{1-1}$				
4	301-400	2	$\frac{1-2}{2-2}$	$\frac{1-0}{0-0}$			
5	201-300	2	$\frac{2-2}{2-2}$				
6	101-200	2	$\frac{1-0}{2-2}$	$\frac{1-1}{0-0}$	$\frac{0-1}{0-0}$		
7	1-100						
	Total	10	$\frac{6-6}{9-7}$	$\frac{3-1}{1-2}$	$\frac{1-3}{0-1}$		

Note: Numerator: First number - number of schools reporting percentage holdings of SOURCE LISTS.
Second number - number of schools reporting percentage holdings of ENCYCLOPEDIAS.
Denominator: First number - number of schools reporting percentage of GENERAL REFERENCE holdings.
Second number - number of schools reporting percentage of BASIC BOOK COLLECTION holdings.

*14 elementary schools sampled; 1 out of 5 in each size, of those reporting a centralized library.

TABLE XCIX

PERCENTAGE OF QUALITATIVE HOLDINGS HELD BY NON-PUBLIC *HIGH SCHOOL LIBRARIES

Sch. Size	Student Enrollment	School Returns	Under 20%	20 - 39%	40 - 59%	60 - 79%	80 - 100%
1	Over 800	1			$\frac{1 - 1}{1 - 1}$		
2	601-800	1		$\frac{1 - 0}{0 - 1}$	$\frac{0 - 0}{1 - 0}$	$\frac{0 - 1}{0 - 0}$	
3	401-600	5	$\frac{1 - 0}{0 - 0}$	$\frac{1 - 0}{1 - 0}$	$\frac{3 - 3}{3 - 2}$	$\frac{0 - 2}{1 - 3}$	
4	301-400						
5	201-300	5	$\frac{2 - 2}{2 - 1}$	$\frac{1 - 1}{1 - 2}$	$\frac{2 - 1}{2 - 2}$	$\frac{0 - 1}{0 - 0}$	
6	101-200	4		$\frac{0 - 1}{1 - 0}$	$\frac{3 - 1}{3 - 2}$	$\frac{1 - 2}{0 - 2}$	
7	1-100	3	$\frac{1 - 0}{0 - 0}$	$\frac{1 - 0}{2 - 0}$	$\frac{0 - 2}{0 - 2}$	$\frac{0 - 0}{1 - 0}$	$\frac{1 - 1}{0 - 1}$
	Total	19	$\frac{4 - 2}{2 - 1}$	$\frac{4 - 2}{5 - 3}$	$\frac{9 - 8}{10 - 9}$	$\frac{1 - 6}{2 - 5}$	$\frac{1 - 1}{0 - 1}$

Note: Numerator: First number - number of schools reporting percentage holdings of SOURCE LISTS.
Second number - number of schools reporting percentage holdings of ENCYCLOPEDIAS.
Denominator: First number - number of schools reporting percentage of GENERAL REFERENCE holdings.
Second number - number of schools reporting percentage of BASIC BOOK COLLECTION holdings.

*All 23 high schools surveyed - 19 (83 per cent) responded.

TABLE C

AVERAGE TOTAL OF DIFFERENT MAGAZINE SUBSCRIPTIONS IN NON-PUBLIC SCHOOL LIBRARIES FOR SCHOOL YEAR 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{9}{3}$	$\frac{65}{1}$		$\frac{23}{4}$
2	601-800	$\frac{10}{7}$	$\frac{71}{1}$		$\frac{17}{8}$
3	401-600	$\frac{5}{3}$	$\frac{55}{4}$	$\frac{14}{2}$	$\frac{29}{9}$
4	301-400	$\frac{5}{10}$		$\frac{20}{1}$	$\frac{6}{11}$
5	201-300	$\frac{4}{7}$	$\frac{40}{3}$	$\frac{6}{1}$	$\frac{14}{11}$
6	101-200	$\frac{3}{7}$	$\frac{29}{5}$	$\frac{11}{2}$	$\frac{13}{14}$
7	1-100	$\frac{4}{9}$	$\frac{19}{1}$	$\frac{11}{2}$	$\frac{6}{12}$
	Total	$\frac{5}{46}$	$\frac{42}{15}$	$\frac{12}{8}$	$\frac{14}{69}$

Note: Numerator - average total of magazine subscriptions per school.

Denominator - total number of schools answering this item.

TABLE CI

AVERAGE TOTAL OF NEWSPAPER SUBSCRIPTIONS IN NON-PUBLIC SCHOOL LIBRARIES FOR SCHOOL YEAR 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{2}{1}$	$\frac{2}{1}$		$\frac{2}{2}$
2	601-800	$\frac{1}{1}$	$\frac{4}{1}$		$\frac{3}{2}$
3	401-600	$\frac{2}{1}$	$\frac{3}{4}$	$\frac{3}{2}$	$\frac{3}{7}$
4	301-400	$\frac{2}{5}$		$\frac{4}{1}$	$\frac{2}{6}$
5	201-300	$\frac{3}{2}$	$\frac{3}{3}$	$\frac{2}{1}$	$\frac{3}{6}$
6	101-200	$\frac{1}{1}$	$\frac{9}{4}$	$\frac{2}{1}$	$\frac{6}{6}$
7	1-100	$\frac{1}{3}$	$\frac{4}{1}$	$\frac{3}{2}$	$\frac{2}{6}$
	Total	$\frac{2}{14}$	$\frac{5}{14}$	$\frac{3}{7}$	$\frac{3}{35}$

Note: Numerator - average total of newspaper subscriptions.

Denominator - total number of schools answering this item.

TABLE CII

AVERAGE TOTAL OF 16mm FILMS MAINTAINED IN NON-PUBLIC SCHOOL LIBRARIES IN WHICH AUDIO VISUAL SERVICE IS A FUNCTION, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{20}{1}$		$\frac{20}{1}$
2	601-800	$\frac{3}{1}$			$\frac{3}{1}$
3	401-600				
4	301-400				
5	201-300	$\frac{1}{2}$			$\frac{1}{2}$
6	101-200	$\frac{16}{2}$		$\frac{16}{1}$	$\frac{16}{3}$
7	1-100				
	Total	$\frac{7}{5}$	$\frac{20}{1}$	$\frac{16}{1}$	$\frac{10}{7}$

Note: Numerator - average total of 16mm films held.

Denominator - number of schools answering this item.

TABLE CIII

AVERAGE TOTAL OF PHONOGRAPH RECORDS AND TAPES MAINTAINED IN NON-PUBLIC SCHOOL LIBRARIES IN WHICH AUDIO VISUAL SERVICE IS A FUNCTION, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{20}{1}$	$\frac{191}{1}$		$\frac{106}{2}$
2	601-800	$\frac{120}{1}$			$\frac{120}{1}$
3	401-600	$\frac{63}{2}$	$\frac{145}{3}$		$\frac{112}{5}$
4	301-400	$\frac{83}{5}$		$\frac{71}{1}$	$\frac{81}{6}$
5	201-300	$\frac{122}{3}$			$\frac{122}{3}$
6	101-200	$\frac{90}{5}$	$\frac{50}{1}$	$\frac{17}{1}$	$\frac{74}{7}$
7	1-100	$\frac{24}{3}$			$\frac{24}{3}$
	Total	$\frac{79}{20}$	$\frac{135}{5}$	$\frac{44}{2}$	$\frac{86}{27}$

Note: Numerator - average total of phonograph records and tapes held.

Denominator - number of schools answering this item.

TABLE CIV

AVERAGE TOTAL OF FILMSTRIPS MAINTAINED IN NON-PUBLIC SCHOOL LIBRARIES IN WHICH AUDIO SERVICE IS A FUNCTION, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{30}{1}$	$\frac{309}{1}$		$\frac{170}{2}$
2	601-800	$\frac{80}{1}$			$\frac{80}{1}$
3	401-600	$\frac{89}{2}$	$\frac{173}{2}$		$\frac{131}{4}$
4	301-400	$\frac{83}{6}$		$\frac{150}{1}$	$\frac{93}{7}$
5	201-300	$\frac{79}{3}$	$\frac{248}{1}$	$\frac{190}{1}$	$\frac{135}{5}$
6	101-200	$\frac{79}{6}$	$\frac{163}{2}$		$\frac{100}{8}$
7	1-100	$\frac{18}{4}$			$\frac{18}{4}$
	Total	$\frac{68}{23}$	$\frac{205}{6}$	$\frac{170}{2}$	$\frac{101}{31}$

Note: Numerator - average total of filmstrips held.

Denominator - number of schools answering this item.

TABLE CV

AVERAGE TOTAL OF MAPS AND PAMPHLETS MAINTAINED IN NON-PUBLIC SCHOOL LIBRARIES IN WHICH AUDIO VISUAL SERVICE IS A FUNCTION, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\frac{50}{1}$			$\frac{50}{1}$
2	601-800	$\frac{200}{1}$			$\frac{200}{1}$
3	401-600	$\frac{65}{2}$	$\frac{367}{3}$		$\frac{246}{5}$
4	301-400	$\frac{46}{5}$		$\frac{70}{1}$	$\frac{50}{6}$
5	201-300	$\frac{55}{2}$	$\frac{755}{2}$	$\frac{50}{1}$	$\frac{334}{5}$
6	101-200	$\frac{210}{2}$	$\frac{233}{2}$	$\frac{36}{1}$	$\frac{184}{5}$
7	1-100	$\frac{4}{2}$			$\frac{4}{2}$
	Total	$\frac{76}{15}$	$\frac{439}{7}$	$\frac{52}{3}$	$\frac{175}{25}$

Note: Numerator - average total of maps and pamphlets held.

Denominator - number of schools answering this item.

TABLE CVI

NUMBER OF NON-PUBLIC SCHOOLS WITH CENTRALIZED LIBRARIES WHICH BORROW FROM PUBLIC LIBRARIES AND/OR COLLEGE OR UNIVERSITY LIBRARIES, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\frac{0 - 1}{1}$		$\frac{0 - 1(100\%)}{1}$
2	601-800	$\frac{1 - 0}{5}$	$\frac{0 - 1}{1}$		$\frac{(17\%)1 - 1\ (17\%)}{6}$
3	401-600	$\frac{1 - 0}{3}$	$\frac{0 - 0}{4}$	$\frac{0 - 0}{2}$	$\frac{(11\%)1 - 0}{9}$
4	301-400	$\frac{4 - 1}{7}$		$\frac{0 - 1}{1}$	$\frac{(50\%)4 - 2\ (25\%)}{8}$
5	201-300	$\frac{2 - 1}{6}$	$\frac{0 - 0}{3}$	$\frac{1 - 1}{1}$	$\frac{(33\%)3 - 2\ (20\%)}{10}$
6	101-200	$\frac{5 - 0}{9}$	$\frac{1 - 1}{5}$	$\frac{1 - 0}{2}$	$\frac{(44\%)7 - 1\ (\ 6\%)}{16}$
7	1-100	$\frac{2 - 1}{5}$	$\frac{1 - 1}{1}$	$\frac{2 - 1}{2}$	$\frac{(63\%)5 - 3\ (38\%)}{8}$
	Total	$\frac{(43\%)15 - 3(\ 9\%)}{35}$	$\frac{(13\%)2 - 4(27\%)}{15}$	$\frac{(50\%)4-3(38\%)}{8}$	$\frac{(36\%)21-10\ (17\%)}{58}$

Note: Numerators - First number - number of schools borrowing from public libraries.
Second number - number of schools borrowing from college or university libraries.
Denominator - number of schools with centralized libraries answering questionnaire items.

TABLE CVII

AVERAGE PER SCHOOL EXPENDITURE IN NON-PUBLIC SCHOOLS FOR LIBRARY BINDING AND REBINDING IN 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800		$\$\frac{60.}{1}$		$\$\frac{60.}{1}$
2	601-800	$\$\frac{140.}{3}$			$\$\frac{140.}{3}$
3	401-600		$\$\frac{140.}{2}$		$\$\frac{140.}{2}$
4	301-400	$\$\frac{5.}{1}$			$\$\frac{5.}{1}$
5	201-300	$\$\frac{35.}{2}$			$\$\frac{35.}{2}$
6	101-200	$\$\frac{15.}{2}$	$\$\frac{131.}{1}$	$\$\frac{60.}{1}$	$\$\frac{55.}{4}$
7	1-100		$\$\frac{97.}{1}$		$\$\frac{97.}{1}$
	Total	$\$\frac{65.}{8}$ (15¢)	$\$\frac{114.}{5}$ (24¢)	$\$\frac{60.}{1}$ (50¢)	$\$\frac{82.}{14}$ (20¢)

Note: Numerator - average per school expenditure.
Denominator - number of schools answering this item.
(In Total, the amount shown in parentheses is the average per pupil expenditure by level of instruction.)

TABLE CVIII

AVERAGE PER SCHOOL EXPENDITURE IN NON-PUBLIC SCHOOLS FOR LIBRARY PERIODICALS IN 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\$\frac{70.}{1}$	$\$\frac{276.}{1}$		$\$\frac{173.}{2}$
2	601-800	$\$\frac{75.}{5}$	$\$\frac{111.}{1}$		$\$\frac{81.}{6}$
3	401-600	$\$\frac{57.}{3}$	$\$\frac{302.}{4}$	$\$\frac{95.}{2}$	$\$\frac{174.}{9}$
4	301-400	$\$\frac{59.}{8}$			$\$\frac{59.}{8}$
5	201-300	$\$\frac{92.}{3}$	$\$\frac{103.}{2}$	$\$\frac{25.}{1}$	$\$\frac{85.}{6}$
6	101-200	$\$\frac{58.}{4}$	$\$\frac{228.}{3}$	$\$\frac{51.}{2}$	$\$\frac{113.}{9}$
7	1-100	$\$\frac{13.}{5}$	$\$\frac{108.}{1}$	$\$\frac{86.}{1}$	$\$\frac{37.}{7}$
	Total	$\$\frac{57.}{29}$ (16¢)	$\$\frac{216.}{12}$ (52¢)	$\$\frac{67.}{6}$ (26¢)	$\$\frac{99.}{47}$ (28¢)

Note: Numerator - average per school expenditure.
Denominator - number of schools answering this item.
(In Total, the number in parentheses is the average per pupil expenditure by level of instruction.)

TABLE CIX

AVERAGE PER SCHOOL EXPENDITURE IN NON-PUBLIC SCHOOLS FOR LIBRARY SUPPLIES IN 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\$\frac{1{,}100.}{1}$	$\$\frac{410.}{1}$		$\$\frac{755.}{2}$
2	601-800	$\$\ \frac{91.}{6}$	$\$\ \frac{25.}{1}$		$\$\ \frac{82.}{7}$
3	401-600	$\$\ \frac{71.}{3}$	$\$\frac{321.}{4}$	$\$\ \frac{15.}{1}$	$\$\frac{189.}{8}$
4	301-400	$\$\ \frac{61.}{5}$			$\$\ \frac{61.}{5}$
5	201-300	$\$\ \frac{70.}{7}$	$\$\ \frac{57.}{2}$		$\$\ \frac{67.}{9}$
6	101-200	$\$\ \frac{36.}{6}$	$\$\frac{131.}{3}$	$\$\frac{112.}{1}$	$\$\ \frac{72.}{10}$
7	1-100	$\$\ \frac{17.}{2}$	$\$\ \frac{79.}{1}$		$\$\ \frac{37.}{3}$
	Total	$\$\ \frac{97.}{30}$ (26¢)	$\$\frac{192.}{12}$ (47¢)	$\$\ \frac{64.}{2}$ (22¢)	$\$\frac{121.}{44}$ (32¢)

Note: Numerator - average per school expenditure.
Denominator - number of schools answering this item.
(In Total, the number in parentheses is the average per pupil expenditure by level of instruction.)

TABLE CX

AVERAGE PER SCHOOL EXPENDITURE FOR AUDIO VISUAL MATERIALS AND SUPPLIES (NOT EQUIPMENT) PURCHASED OR MAINTAINED IN NON-PUBLIC SCHOOL LIBRARIES IN 1965-66, BY SCHOOL SIZE AND LEVEL OF INSTRUCTION

School Size	Student Enrollment	Elementary	Senior High	Elem.-H.S. Combined	Total
1	Over 800	$\$\frac{400.}{1}$	$\$\ \frac{50.}{1}$		$\$\frac{225.}{2}$
2	601-800	$\$\ \frac{85.}{3}$			$\$\ \frac{85.}{3}$
3	401-600	$\$\frac{175.}{3}$	$\$\ \frac{71.}{2}$		$\$\frac{134.}{5}$
4	301-400	$\$\frac{206.}{4}$			$\$\frac{206.}{4}$
5	201-300	$\$\frac{159.}{4}$	$\$\ \frac{75.}{1}$	$\$\ \frac{50.}{1}$	$\$\frac{127.}{6}$
6	101-200	$\$\ \frac{25.}{1}$	$\$\frac{458.}{1}$	$\$\ \frac{14.}{1}$	$\$\frac{166.}{3}$
7	1-100				
	Total	$\$\frac{167.}{16}$ (38¢)	$\$\frac{145.}{5}$ (29¢)	$\$\ \frac{32.}{2}$ (18¢)	$\$\frac{150.}{23}$ (35¢)

Note: Numerator - average per school expenditure.
Denominator - number of schoolr answering this item.
(In Total, the number in parentheses is the average per pupil expenditure by level of instruction.)

APPENDIX C

Consultant Staff and Advisory Committees

Arizona Library Survey

ARIZONA LIBRARY SURVEY

Bureau of Educational Research and Services
College of Education
Arizona State University

MEMBERS OF THE ARIZONA LIBRARY SURVEY ADVISORY COMMITTEE

Mr. John F. Anderson
Director
Tucson Public Library

Mr. Winston R. Henderson
Director
Phoenix Public Library

Dr. Robert K. Johnson
University Librarian
University of Arizona

Mrs. Katherine M. Matchett
Librarian
Motorola Corporation

Mr. Arless Nixon
Assistant Director
Phoenix Public Library

Mrs. Jane Peters
Librarian
Pinal County Free Library

Mr. Allen P. Rothlisburg
Librarian
Prescott Public Library

Miss Gertrude B. Thayer
Librarian
Maricopa County Library

Mrs. Sam Goddard
Lay Member
Phoenix

Miss Gertrude James
Library Consultant
Phoenix Elementary Dist. #1

Miss Nina J. Mahaffey
State School Library Consultant
Dept. of Public Instruction

Mrs. Virginia McFarland
Trustee
Safford Public Library

Mrs. Murvise Odom
Supervisor Library Services
Tucson Public Schools

Mr. Richard C. Quick
Director of Library Services
Northern Arizona University

Mr. Frank Schneider
Director
Mesa Public Library

Mr. Walter Varner
Trustee
Yuma City-County Library

MEMBERS OF THE CAMPUS ADVISORY COMMITTEE

Dr. G. D. McGrath, Dean
College of Education
Arizona State University

Dr. Alan Covey, Librarian
Hayden Library
Arizona State University

Mr. Harold Batchelor,
Chairman
Department of Library Science
College of Education
Arizona State University

Dr. Merwin Deever, Director
Bureau of Educational
Research and Services
College of Education
Arizona State University

Dr. Harold Moore
Professor of Education
College of Education
Arizona State University

MEMBERS OF THE SURVEY STAFF

Dr. Merwin Deever, Director
Bureau of Educational
Research and Services

Dr. Harold E. Moore
Professor of Education and
Coordinator of Survey

Mrs. Grace T. Stevenson
Library Consultant
Tucson, Arizona

Miss Sharon Montgomery
Secretary

MEMBERS FROM THE ARIZONA DEPARTMENT OF LIBRARY AND ARCHIVES

Mrs. Marguerite Cooley
Director, Department of
Library and Archives

Mrs. Dorothy E. Weiler
Extension Librarian
Department of Library and
Archives

OTHERS

Mr. William J. Hoffman
President-Elect, Arizona
State Library Association

Miss Dorothy Theilkas,
Chairman, Legislative
Committee, Arizona State
Library Association

SCHOOLS BOOK LIST COMMITTEE

Miss Gertrude James
Library Consultant
Phoenix Elementary Dist. #1

Mrs. Priscilla McLeod,
Head Juvenile Services
Phoenix Public Library

Miss Mae Wiita
Director Instructional Materials
Phoenix Union High School District

APPENDIX D

Survey Instruments and Covering Letters

ARIZONA STATE
UNIVERSITY
TEMPE, ARIZONA
COLLEGE OF EDUCATION

December 29, 1966

Dear Principal and School Librarian:

From earlier publicity, including articles in the ROADRUNNER published by the Library Extension Division of the Department of Library and Archives, THE ARIZONA LIBRARIAN (Summer, 1966, p. 14), as well as the discussion concerning it at the State meeting of librarians last April, you are well aware of the ARIZONA LIBRARY SURVEY that is under way. As you may recall, the SURVEY is being conducted by the Bureau of Educational Research and Services at Arizona State University under contract with the Library Extension Division of the Department of Library and Archives using Library Services and Construction Act funds.

School libraries, frequently representing the first contact children have with library service, represent one of the basic areas for study.

With the approval and assistance of Miss Nina J. Mahaffey, State Library Consultant, and with the cooperation of several school librarians we have developed the attached questionnaire to gather data concerning Arizona school libraries. The information will be used with data from the public and special libraries, and college and university libraries to formulate a long-range, comprehensive library program for the State, which is the ultimate object of the Survey referred to in the first paragraph.

In try-outs of the questionnaire with several school librarians we have found that it can be completed in about thirty minutes. We are sure that you are willing to invest this much time in an effort to improve library service in the State.

All data furnished by your library will be treated objectively and impersonally in the final report.

We are fortunate to have the assistance of Mr. M. Glenn Guthrie, Principal of Mesa Junior High School, in the analysis of the data gathered from the approximately 1,000 schools.

While we think we have covered the various questions that you may have in supplying data on the Questionnaire itself, should there be any questions we will be glad to have you direct them to us. Please read the directions on the Questionnaire throughout before starting to complete it. We urge you to complete the Questionnaire as soon as possible. Keep one for your files and return one to us in the enclosed, addressed envelope.

Very truly yours,

THE SURVEY STAFF

Dr. R. Merwin Deever, Director
Bureau of Educational
Research and Services

Dr. Harold E. Moore
Professor of Education
and Coordinator of Survey

Mrs. Grace Thomas Stevenson
Library Consultant

Return in the enclosed
self-addressed envelope to

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Phone: 966-3761 or 966-3538

ARIZONA SCHOOL LIBRARIES QUESTIONNAIRE

This Questionnaire was developed to survey the resources of the various school libraries in Arizona and is being mailed to every public, private, and parochial school in the State. The Survey is being conducted by the Bureau of Educational Research and Services under contract with the Arizona Department of Library and Archives.

The Questionnaire was prepared with the assistance of the Arizona Library Survey staff and the Consultant for School Libraries of the Arizona State Department of Public Instruction. Your cooperation in completing this Questionnaire and returning it to the above address by January 20 will be appreciated. (Two copies are enclosed. One is for your files.) Contact the Bureau in the event you encounter difficulty in completing the Questionnaire.

INSTRUCTIONS

1. The Questionnaire was designed to apply to many types of school libraries. Not every question will apply to every library situation. If an item does not apply, enter "N.A." (not applicable) in the appropriate space. In the event complete information is not available, estimate as accurately as possible.

2. The Questionnaire proposes to survey library resources in individual schools regardless of the number of schools in a school system.

3. Use additional sheets whenever necessary. Please refer to identifying item number when doing so.

4. Please indicate any special exceptions on the Questionnaire if required. Otherwise indicate exceptions on a separate sheet, noting the item number for reference.

5. The abbreviation F.Y. means Fiscal Year. For the purposes of the statistical tabulation of this Questionnaire, the fiscal year begins on July 1, 1965 and ends on June 30, 1966. All figures reported, unless otherwise indicated, should be as of June 30, 1966.

6. A Central Library is an arrangement of library facilities, materials, and services in one location with its resources accessible to all patrons. An Instructional Materials Center is a central library which encompasses the widest field of reading and reference materials, textbooks, library books, magazines, pamphlets, maps, charts, pictures, and other audio-visual materials and which includes facilities and services to make them usable. A Classroom Collection refers to those library materials, usually books, which are maintained in a classroom and which are not part of a central collection.

7. Study Hall refers to a designated area for study to which students are assigned on a regular basis as part of their school schedule.

8. In A 4d teacher-Librarian refers to a teacher who spends part-time as a librarian.

ALL DATA WILL BE TREATED OBJECTIVELY AND IMPERSONALLY IN THE FINAL REPORT

ARIZONA SCHOOL LIBRARY QUESTIONNAIRE

Check or fill in each answer, entering "N.A." (not applicable) for any item that does not apply to your library. Report all figures as of June 30, 1966 or for the 1965-66 school year unless otherwise indicated.

A 1 Name of School____________________ Public School Dist.____________________

If non-public school check____ private ☐ parochial ☐

Address-Number and Street City County Zip Code

2 a Number of full-time certif. staff as of May, 1966 ☐

b Number of pupils (use official May, 1966 enrollment) ☐

c Circle grades served 1 2 3 4 5 6 7 8 9 10 11 12

3 Check type of library service offered (See Instruction No. 6)

- Central library ☐
- Instructional materials center ☐
- Classroom collection(s) ☐
- Other (specify) ☐

4 a NUMBER OF HOURS LIBRARY OPEN

Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Tot

4 b Is library used as a study hall (Instr. No.7) yes ☐ no ☐

c Does Librarian have study hall responsibilities yes ☐ no ☐

d Total number of clock hours PER WEEK that teacher-Librarian is assigned to library services (Instr. No. 8) ☐

e Is library open during summer months

School summer session yes ☐ no ☐

Other times yes ☐ no ☐

5 a Total gross floor space area (sq. ft.) for library services, including any areas noted in No. 6 below ☐

b Normal study seating capacity ☐

c Basis on which library is used

- Voluntary only ☐
- Scheduled only ☐
- Voluntary and scheduled ☐

6 Check the following areas that are considered a part of your library. Indicate exact number of facilities if more than one

- Reading Room ☐
- Conference Room ☐
- Library Work Room ☐
- Librarian's Office ☐
- Library Classroom ☐
- Audio-Visual Room ☐
- Carrel ☐
- Area for Teacher Preparation of materials ☐
- Area for Professional Library ☐
- Exhibit and Demonstration Areas ☐
- Departmental Libraries ☐

B 1 PERSONNEL

NAME[1]	POSITION	% OF SCH. WEEK SPENT IN LIB. WORK	SALARY 1965-66	IS LIBN. CERTIFIED SCHOOL LIBN.	HOURS CREDIT IN LIB. SCIENCE	MAJOR/ MINOR SUBJECT AREAS	DEGREE(S)[2] AND YEAR(S) GRANTED	COLLEGE(S) OR UNIVERSITY(S)	DATES ATTENDED	LIBRARIAN IS CURRENTLY A MEMBER OF
			$ for___ months	yes ☐ no ☐						ALA ☐ NEA ☐ ASLA ☐ AEA ☐ OTHER________
			$ for___ months							
			$ for___ months							

Note: Thermofax and attach additional sheets if necessary

---

[1] Underline name of person in charge of library

[2] Circle degree status if it is a fifth year degree from an ALA accredited library school

2 SUMMARY

	NUMBER OF PERSONNEL	TOTAL HOURS PER WEEK WORKED IN LIBRARY	GENERAL DUTIES
PROFESSIONAL			
CLERICAL (paid)			
STUDENT (paid)			
STUDENT (unpaid)			

C			COLLECTION (Report for school year 65/66 unless otherwise indicated)	
	1	a	Number of volumes on 6/30/65	
		b	Number of volumes added F.Y. 65/66	
		c	Number of volumes withdrawn F.Y. 65/66	
		d	Total number of volumes on 6/30/66	
	2	a	Number of fiction volumes on 6/30/66	
		b	Number of non-fiction volumes on 6/30/66	
	3	a	Number of volumes added F.Y. 64/65	
		b	Number of volumes withdrawn F.Y. 64/65	
	4	a	Number of current different magazine subscriptions	
		b	Number of current newspaper subscriptions	

5 a Is A-V service a function of your library yes ☐ no ☐

If answer is YES complete the following

Number of 16 mm films	a	☐	Number of filmstrips	c	
Number of phonograph records and tapes	b	☐	Number of pamphlets and maps (estimate if necessary)	d	
Other non-book materials (specify)____________				e	
			TOTAL (a,b,c,d,e)		

b Is school a member of Central Arizona Film Cooperative yes ☐ no ☐

c Does school district operate a separate central A-V service yes ☐ no ☐

6 Check if school library supplements its resources by borrowing from

Public Libraries ☐

College or University Libraries ☐

D			FINANCIAL	
	1	a	Total annual salaries for certificated library personnel	$
		b	Total annual salaries for non-certificated library personnel	$
	2		Other expenditures for school year 1965/66 (including federal funds)	
		a	Books	$
		b	Binding and rebinding	$
		c	Periodicals	$
		d	Library supplies	$
		e	A-V materials & supplies (not equipment) if purchased or maintained in the library	$
		f	Other (specify)______________	$
			TOTAL (2a,b,c,d,e,f)	$
	3		Total library expenditures (1a,b,2)	$

4 Check salary paid certificated school librarian 1966-67

$5000-$5499 ☐	$5500-$5999 ☐	$6000-$6499 ☐	$6500-$6999 ☐
$7000-$7499 ☐	$7500-$7999 ☐	$8000-$8499 ☐	$8500-$8999 ☐
$9000-$9499 ☐	$9500-$9999 ☐	$10,000-$10,499 ☐	$10,500--- ☐

E SUPPLEMENTARY (Use additional sheets if necessary)

1 State any unusual developments in your library services in the past year

2 What are your comments about school library service and opportunities? What do you think would best help to improve school libraries in general and your library in particular?

3 Make any additional comments you wish concerning present and/or anticipated building plans, changes, improvements, plans for new service, or anything you feel pertinent to your school's library situation

SIGNATURE of person completing questionnaire ______________________

TITLE ______________________ DATE ______________________

ARIZONA STATE
UNIVERSITY
COLLEGE OF EDUCATION

TEMPE, ARIZONA 8

February 27, 196

Dear

In addition to information sought from individual schools through our recent "Arizona School Libraries Questionnaire" we should like to ascertain the facts relative to library service and personnel at the district level.

Your cooperation in filling out the attached brief questionnaire will enable us to have a more complete picture of Arizona school libraries, and is vital to our study. Please return the questionnaire promptly in the enclosed envelope. All data will be treated objectivel and impersonally in the final report.

Very truly yours,

Harold E. Moore
Professor of Education and
Coordinator of Survey

THE SURVEY STAFF

Dr. Merwin R. Deever, Director
Bureau of Educational
Research and Services

Dr. Harold E. Moore
Professor of Education and
Coordinator of Survey

Mrs. Grace Thomas Stevenson
Library Consultant

HEM:msm

Enclosure

cc Superintendent of district

Return in the enclosed
self-addressed envelope to

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Phone: 966-3983 or 966-3761

ARIZONA SCHOOL LIBRARY SURVEY

DISTRICT LEVEL QUESTIONNAIRE

This questionnaire was developed to survey the library resources on the district level in school districts with a library consultant and/or coordinator and was prepared with the assistance of the Arizona Library Survey staff and the consultant for school libraries of the Arizona State Department of Public Instruction. Your cooperation in completing this questionnaire and returning it to the above address by March 10 will be appreciated. (Two copies are enclosed. One is for your files.) Contact this office (966-3983 or 966-3761) in the event you encounter difficulty in completing the questionnaire.

INSTRUCTIONS

Check or fill in each answer, entering "N.A." (not applicable) for any item that does not apply to your library situation. Report all figures as of June 30, 1966 or for the 1965-66 school year unless otherwise indicated.

1. Name and number of school district ____________________
   ____
   (Address) (City) (County) (Zip Code)
2. Number of pupils in district (May, 1966 enrollment) ____________
3. Number of individual schools in district ____________
4. Number of individual school libraries in district ____________
5. Number of individual schools in district which use a certificated librarian on a full-time basis ____________
6. Number of individual schools in district which use a certificated librarian on a part-time basis ____________
7. Number of individual schools in district which use a teacher as a part-time librarian ____________
8. Number of individual schools in district which use a non-certificated person as school librarian ____________
9. Does your district have a professional person supervising and/or coordinating its district library program? Yes ○ No ○

10. If yes, what is the title of said person? ______________________

11. Check type of library service offered

district library ☐
district materials center ☐

12. Is district library and/or materials center supervised by the person referred to in 9 and 10? yes ☐ no ☐

13. Does this person also have responsibility for supervising district audio-visual programs, including equipment and materials? yes ☐ no ☐

14. Number of hours district library is open

Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Total

15. Does district library provide delivery service in the circulation of books and materials? yes ☐ no ☐

16. Check any of the following areas which are part of your district library or materials center.

Conference Room(s) ☐
Office(s) ☐
Reading Room ☐
A-V Storage Space ☐
A-V Listening Area ☐
Cataloging and Processing Area ☐
Professional and Curriculum Library ☐
Exhibit and Demonstration Areas ☐
Area for Staff Preparation of materials ☐

17. Indicate number of volumes permanently based in the district library or materials center including those maintained for circulation, as of 30 June 1966 ______________

18. List expenditures of your district library or materials center for school year 1965-66, including federal funds. (Do not include amounts spent for individual school libraries or classroom collections.)

Books	a.	$______________
Binding and rebinding	b.	$______________
Periodicals	c.	$______________
Library supplies	d.	$______________
A-V materials and supplies (not equipment) if purchased or maintained in library	e.	$______________
Other	f.	$______________
TOTAL	g.	$______________

19. Check any of the following services performed at the district level

Place orders for individual schools ○

Receive materials for individual schools ○

Stamp with ownership stamp of individual school ○

Type book cards ○

Type book pockets ○

Paste in book pockets ○

Repair materials ○

Repair equipment ○

Assign classification number to materials ○

Affix call or code letters to materials ○

Lacquer book spine ○

Prepare author, title, subject catalog card sets for individual schools ○

Prepare a single unit card for individual schools ○

Prepare shelf list cards for individual schools ○

Prepare cross reference cards ○

Send printed materials to the bindery ○

Maintain a master author catalog ○

Maintain a master title catalog ○

Maintain a master subject catalog ○

Maintain a master shelf list ○

Maintain records of withdrawals ○

Maintain a professional library catalog ○

20. If a district professional library is maintained, check any of the following which are provided therein.

Professional books ○

Professional magazines ○

Pamphlets ○

Curriculum guides ○

Courses of study ○

Sample textbooks ○

Supplementary readers and textbooks ○

21. Check any of the following which are available in your district library or materials center for circulation to individual schools.

Museum objects ○

Programmed materials ○

Tape recordings ○

Maps (wall type) ○

Globes ○

Kinescopes ○

Packets ○

Pictures ○

Models ○

Films ○

Filmstrips ○

Microfilms ○

Library books ○

Supplemental readers and textbooks ○

Overhead transparencies ○

Phono recordings ○

35 mm slides ○

22. On the basis of frequency of performance, indicate professional services performed by district librarian. CIRCLE answer chosen. (Reg. = Regularly, Occ. = Occasionally, Rare, = Rarely).

a. Work in close cooperation with other district supervisors to improve the instructional materials program. Reg. Occ. Rare.

b. Interpret library standards and the instructional materials philosophy to professional and civic groups, through talks, displays, etc. Reg. Occ. Rare.

c. Provide statistics, records, and reports Reg. Occ. Rare.

d. Hold conferences with school librarians in the district. Reg. Occ. Rare.

e. Carry out a scheduled program of inservice training for librarians. Reg. Occ. Rare.

f. Contribute to a scheduled inservice training program for teachers. Reg. Occ. Rare.

g. Conduct demonstrations in the use of instructional materials in the schools. Reg. Occ. Rare.

h. Hold conferences with public and college librarians in the area. Reg. Occ. Rare.

i. Serve as a consultant on library problems for librarians and school administrators. Reg. Occ. Rare.

j. Assist in the planning of new school libraries or in the renovation or remodeling of existing facilities. Reg. Occ. Rare.

k. Administer and direct an over-all program of school library services that insures uniformity of practice. Reg. Occ. Rare.

l. Select library materials with help of teachers and other librarians. Reg. Occ. Rare.

m. Prepare bibliographies of available printed materials. Reg. Occ. Rare.

n. Plan and produce special materials such as slides, charts, posters, transparencies, etc. Reg. Occ. Rare.

o. Maintain a community resource file. Reg. Occ. Rare.

p. Administer the district library budget as provided by the board of education. Reg. Occ. Rare.

q. Others

LIBRARY PERSONNEL--DISTRICT LEVEL

NAME[1]	POSITION	% OF SCH. WEEK SPENT IN LIB.WORK	SALARY 1965-66	IS LIBN. CERT. SCHOOL LIBN.	HRS.CR. IN LIB. SCIENCE	MAJOR MINOR SUB. AREAS	DEGREE(S)[2] AND YEAR(S) GRANTED	COL. OR UNIV.	DATES ATT'D	LIBRARIAN IS CURRENTLY MEMBER OF
			$ for___ months	yes ○ no ○						ALA ○ NEA ○ ASLA ○ AEA ○ OTHER
			$ for___ months							
			$ for___ months							
		Note: Thermofax and attach additional sheets if necessary								

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[1] Underline name of person in charge of DISTRICT library services.

[2] Circle degree status if it is a fifth year degree from an ALA accredited library school.

SUMMARY--DISTRICT LEVEL PERSONNEL ONLY

	NUMBER OF PERSONNEL	TOTAL HOURS PER WEEK WORKED IN LIBRARY WORK	GENERAL DUTIES
PROFESSIONAL (Full Time)			
PROFESSIONAL (Part Time)			
CLERICAL (Full Time)			
CLERICAL (Part Time)			

SUPPLEMENTARY (Use additional sheets if necessary)

1. State any unusual developments in your library services in the past year.

2. What are your comments about school library service and opportunities? What do you think would best help to improve school libraries in general and your district in particular.

3. Make any additional comments you wish concerning present and/or anticipated building plans, changes, improvements, plans for new service, or anything you feel pertinent to your district situation.

4. Briefly describe any progress your district has made in centralized acquisition and processing, including automation in any library processes.

SIGNATURE OF PERSON COMPLETING THE QUESTIONNAIRE____________________

TITLE__________________________________ DATE____________________

APPENDIX E

Book Collection Lists and Covering Letter

ARIZONA STATE
UNIVERSITY
TEMPE, ARIZONA
85281
COLLEGE OF EDUCATION

May 12, 1967

Dear Principal and School Librarian:

The major purpose of the ARIZONA LIBRARY SURVEY is to provide information on which plans for future library development can be based. An important part of this information is the book resources available to the people of Arizona. To give us an indication of what these resources are, we are asking you to check the enclosed book list for titles in your collection. Because two of the lists are to be used with public libraries, space is provided for them to check whether the books in their collections belong to the library or are on loan from the Library Extension Service of the State Department of Library and Archives. The school libraries should ignore the column headed LES. Please return the list to this office by May 25 in the enclosed envelope.

We are grateful for the help you have already given us by filling out the questionnaire which we sent you some time ago and will appreciate your assistance again.

Sincerely,

Mrs. Grace T. Stevenson
Library Consultant

Harold E. Moore
Professor of Education

SURVEY STAFF

Dr. Merwin Deever, Director
Bureau of Educational
Research and Services

Dr. Harold E. Moore
Professor of Education and
Coordinator of Survey

Mrs. Grace T. Stevenson
Library Consultant

GTS:msm

Enclosures

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Name of Library

Public ○ Elementary ○ Secondary ○
Type of Library - Check

Person Completing Form

Address

BASIC BOOK COLLECTION
Grades K through 8

DIRECTIONS: Check in proper column. LIB if owned by library; LES if borrowed from State Library Extension Service; NOT AVAILABLE column if neither.

LIB	LES	NOT AVAILABLE	
			Fitch, Florence *One God.* Lothrop, c1944.
			Aulaire, Ingri d' *Book of Greek Myths.* Doubleday, c1962.
			Hosford, Dorothy *Thunder of the Gods.* Holt, c1952.
			Galt, Tom *How the United Nations Works.* 3rd ed. Crowell, c1965.
			Acheson, P. C. *Our Federal Government.* Dodd, c1958.
			Smith, F. C. *First Book of Conservation.* Watts, c1954.
			Batchelor, J. F. *Communication From Cave Writing to Television.* Harcourt, c1953.
			Andersen, H. C. *Thumbelina.* Scribner, c1961.
			Arbuthnot, M. H. *Time For Fairy Tales, Old and New.* Scott, c1952.
			Berry, Mary *Manners Made Easy.* 3rd ed. McGraw, c1966.
			Gaer, Joseph *Holidays Around the World.* Little, c1953.
			Lang, Andrew *The Blue Fairy Book.* Longmans, c1948.
			Malcolmson, Anne *Yankee Doodle's Cousins.* Houghton, c1941.
			Mother Goose *Marguerite de Angeli's Book of Nursery and Mother Goose Rhymes.* Doubleday, c1954.
			Pyle, Howard *Some Merry Adventures of Robin Hood of Great Renown in Nottinghamshire.* Scribner, c1954.
			White, Anne *Aesop's Fables.* Random House, c1964.

BASIC BOOK COLLECTION Contd.

LIB	LES	NOT AVAILABLE	
			Cahn, William The Story of Writing; from cave art to computer. Harvey House, c1963.
			Frasconi, Antonio See and Say, Guada en Parla, Mira y Habla, Regarde et Parle. Harcourt, c1955.
			Ogg, Oscar The 26 Letters. 2nd ed. Crowell, c1961.
			Rogers, Frances Painted Rock to Printed Page. Lippincott, c1960.
			Hogben, Lancelot Wonderful World of Mathematics. Garden City Books, c1955.
			Bronowski, Jacob Biography of an Atom. Harper, c1965.
			Morgan, Alfred First Electrical Book For Boys. 3rd ed. Scribner, c1963.
			Freeman, Mae The Story of Chemistry. Random, c1962.
			Schneider, Herman Everyday Weather and How It Works. Rev. ed. McGraw, c1961.
			Dickinson, Alice First Book of Prehistoric Animals. Watts, c1954
			Disraeli, Robert New Worlds Through the Microscope. Viking, c196
			Parker, B. M. Golden Treasury of Natural History. Golden Press, c1952.
			Dowden, Anne Look At a Flower. Crowell, c1963.
			Hutchins, Ross Amazing Seeds. Dodd, c1965.
			Hegner, Robert Parade of the Animal Kingdom. Macmillan, c1935.
			Peterson, R. T. Field Guide to Western Birds. Houghton, c1961.
			Shuttlesworth, Dorothy The Story of Ants. Doubleday, c1964.
			Zim, Herbert Insects. Rev. ed. Golden Press, c1956.
			Pratt, Fletcher All About Famous Inventors and Their Inventions. Random, c1955.
			Ravielli, Anthony Wonders of the Human Body. Viking, c1954.
			Shippen, Katherine Men of Medicine. Viking, c1957.
			American Heritage (Periodical) History of Flight; adapted for young readers. Golden Press, c1964.
			Coombs, Charles Rockets, Missiles, and Moons. Morrow, c1957.
			Irving, Robert Electronics. Knopf, c1961.

BASIC BOOK COLLECTION Contd.

LIB	LES	NOT AVAILABLE	
			Meyer, J. S. Machines. World, c1958.
			Peterson, H. L. Forts in America. Scribner, c1964.
			Schneider, Herman Your Telephone and How It Works. Rev. ed. McGraw, c1962.
			Anderson, C. W. C.W. Anderson's Complete Book of Horses and Horsemanship. Macmillan, c1963.
			Chrystie, F. N. Pets. New rev. ed. Little, c1964.
			Rombauer, I. S. A Cookbook For Boys and Girls. Bobbs, c1962.
			Laffin, John Codes and Ciphers. Abelard, c1964.
			Glubok, Shirley The Art of Ancient Greece. Atheneum, c1963.
			Burns, W. A. World Full of Homes. McGraw, c1953.
			Reinfeld, Fred How to Build a Coin Collection. Rev. ed. Sterling, c1959.
			Downer, Marion The Story of Design. Lothrop, c1963.
			Price, Christine Made in the Renaissance. Dutton, c1963.
			Ross, P. F. Made in Mexico. Knopf, c1952.
			Janson, H. W. Story of Painting For Young People. Abrams, c1959.
			Boni, M. B. Fireside Book of Folk Songs. Simon, c1947.
			Harbin, E. O. Games of Many Nations. Abingdon, c1954.
			Keith, Harold Sports and Games. Rev. ed. Crowell, c1960.
			Fisher, Aileen Listen, Rabbit. Crowell, c1964.
			Blishen, Edward Oxford Book of Poetry For Children. Watts, c1963.
			Chaucer, Geoffrey A Taste of Chaucer; edited by Anne Malcolmson. Harcourt, c1964.
			Chute, Marchette Stories From Shakespeare. World, c1956.
			Untermeyer, Louis Golden Treasury of Poetry. Golden Press, c1959.
			Lewis, Richard The Moment of Wonder. Dial, c1964.
			Cottrell, Leonard Digs and Diggers; a book of world archeology. World, c1964.
			Sasek, M. This Is San Francisco. Macmillan, c1962.

BASIC BOOK COLLECTION Contd.

LIB	LES	NOT AVAILABLE	
			Tunis, Edwin Frontier Living. World, c1961.
			Chase, A. E. Famous Artists of the Past. Platt, c1964.
			Hughes, Langston Famous American Negroes. Dodd, c1954.
			Petersham, Maud Story of the Presidents. Macmillan, c1953.
			Bulla, C. R. Squanto, Friend of the White Men. Crowell, 1954.
			Dalgliesh, Alice The Columbus Story. Scribner, c1955.
			Dooley, Thomas Doctor Tom Dooley, My Story. Rev. ed. Ariel Books, c1962.
			Kyle, Elisabeth Girl With a Pen: Charlotte Bronte. Holt, c1964.
			McNeer, May America's Abraham Lincoln. Houghton, c1957.
			Peare, Catherine Helen Keller Story. Crowell, c1959.
			Petry, Ann Harriet Tubman, Conductor on the Underground Railroad. Crowell, c1955.
			Swift, H. H. From the Eagle's Wing; a biography of John Muir. Morrow, c1962.
			Syme, Ronald Balboa, Finder of the Pacific. Morrow, c1956.
			Williams, Jay (Horizon) Joan of Arc. Harper, c1963.
			Wyatt, Edgar Cochise, Apache Warrior. Whittlesey, c1953.
			Kannik, Preben The Flag Book. 5th ed. Barrows, c1962.
			Foster, Genevieve Augustus Caesar's World. Scribner, c1947.
			Buehr, Walter Knights and Castles and Feudal Life. Putnam, c1957.
			Turnbull, C. M. The Peoples of Africa. World, c1962.
			Adams, S. H. The Santa Fe Trail. Random, c1951.
			Bradford, William Pilgrim Courage. Little, c1962.
			Johnson, G. W. America Is Born. Morrow, c1959.
			McNeer, May The Mexican Story. Ariel Books, c1953.
			Tunis, Edwin Indians. World, c1959.
			Baker, Betty Walk the World's Rim. Harper, c1965.
			Baumann, Hans The World of the Pharaohs. Pantheon, c1960.

BASIC BOOK COLLECTION Contd.

LIB	LES	NOT AVAILABLE	
			Benary-Isbert, Margot The Ark. Harcourt, c1953.
			Bonham, Frank Durango Street. Dutton, c1965.
			Boston, L. M. Treasure of Green Knowe. Harcourt, c1958.
			Burnford, Sheila Incredible Journey. Little, c1961.
			Burton, Virginia Little House. Houghton, c1942.
			Burton, Virginia Mike Mulligan. Houghton, c1939.
			Carlson, N. S. The Empty Schoolhouse. Harper, c1965.
			Cleary, Beverly Henry Huggins. Morrow, c1950.
			Enright, Elizabeth Gone-Away Lake. Harcourt, c1957.
			Ets, M. H. Gilberto and the Wind. Viking, c1963.
			The Fox Went Out on a Chilly Night. Doubleday, c1961.
			Haywood, Carolyn "B" Is For Betsy. Harcourt, c1939.
			Holm, Anne North to Freedom. Harcourt, c1965.
			Hunt, Irene Across Five Aprils. Follett, c1964.
			Keats, E. J. Snowy Day. Viking, c1962.
			Lawson, Robert Rabbit Hill. Viking, c1944.
			L'Engle, Madeleine A Wrinkle in Time. Farrar, Straus, c1964.
			Lionni, Leo Inch By Inch. Obolensky, c1960.
			Minarik, E. H. Little Bear. Harper, c1957.
			Ness, Evaline Sam, Bangs and Moonshine. Holt, c1966.
			Norton, Mary The Borrowers. Harcourt, c1953.
			Potter, Beatrix Tale of Peter Rabbit. Warne, n.d.
			Robertson, Keith Henry Reed, Inc. Viking, c1958.
			Rutgers van der Loeff, Anna Avalanche. Morrow, c1958.
			Sendak, Maurice Where the Wild Things Are. Harper, c1963.
			Shotwell, L. R. Roosevelt Grady. World, c1963.
			Speare, E. G. The Witch of Blackbird Pond. Houghton, c1958.

BASIC BOOK COLLECTION Contd.

LIB	LES	NOT AVAILABLE	
			Tresselt, Alvin Hide and Seek Fog. Lothrop, c1965.
			White, E. B. Charlotte's Web. Harper, c1952.
			Wilder, L. I. Little House in the Big Woods. Harper, c1953.

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Name of Library ______________________________

Public ○ Elementary ○ Secondary ○
Type of Library - Check

Person Completing Form ______________________________

Address ______________________________

HIGH SCHOOL BOOK LIST

DIRECTIONS: Check in proper column. LIB if owned by library; LES if borrowed from State Library Extension Service; NOT AVAILABLE column if neither.

LIB	LES	NOT AVAILABLE	
			Hamilton, Edith *Mythology*. Boston, Little, 1942
			Bailard, Virginia *So You Were Elected!* 2nd ed., New York, McGraw-Hill, 1960
			Botkin, Benjamin Albert *A Treasury of American Folklore*. New York, Crown Publishers, 1944
			Eichelberger, Clark M. *UN: The First Twenty Years*. New York, Harper, 1965
			Faulkner, Harold U. *American Economic History*. 8th ed., New York, Harper, 1960
			Lester, Katherine Morris *Historic Costume*. rev. ed., Peoria, Ill., Chas. A. Bennett, 1961
			Lovejoy, Clarence E. *Lovejoy's College Guide*. 8th rev. ed., New York, Simon & Schuster, 1966
			Mayerson, Charlotte Leon *Two Blocks Apart; Juan and Peter Quinn*. New York, Holt, 1965
			Sutcliff, Rosemary *Beowulf*. New York, Dutton, 1962
			White, Theodore H. *The Making of a President*. New York, Atheneum, 1965
			Ogg, Oscar *The 26 Letters*. 2nd ed., New York, Crowell, 1961

High School Book List Cont'd.

LIB	LES	NOT AVAILABLE	
			Pei, Mario The Story of Language. rev. ed., Philadelphia, Lippincott, 1965
			Adamson, Joy Born Free: A Lioness of Two Worlds. New York, Pantheon Books, 1960
			Bibby, Geoffrey The Testimony of the Spade. New York, Knopf, 1959
			Carson, Rachel The Edge of the Sea. Boston, Houghton, 1955
			Chemical Rubber Company Handbook of Chemistry and Physics: A ready-reference book of chemical and physical data. 45th ed., Cleveland, The Company 1965
			Leopold, A. Starker The Desert. New York, Time, Inc., 1961
			Newman, James Roy World of Mathematics. New York, Simon & Schuster, 1956
			Carlson, Anton Julius The Machinery of the Body. 5th ed., Chicago, University of Chicago Press, 1961
			Cousteau, Jacques-Yves The Silent World. New York, Harper, 1953
			Glenn, Harold T. Glenn's New Auto Repair Manual. Car owners and vocational edition, Philadelphia, Chilton Company, 1966
			Bancroft, Jessie H. Games. rev. ed., New York, Macmillan, 1937
			Gardner, Helen Art Through the Ages: An introduction to its history and significance. 4th ed. New York, Harcourt, 1959
			Hartnoll, Phyllis The Oxford Companion to the Theatre. 2nd ed., New York Oxford University Press, 1957
			Barrie, Sir James Matthew The Plays of J. M. Barrie. New York, Scribner, 1928
			Benet, Williams Rose Poems for Youth: An American Anthology. New York, Dutton, 1923
			Cerf, Bennett Twenty-four Favorite One-Act Plays. New York, Doubleday, 1958
			Frost, Robert Complete Poems of Robert Frost. New York, Holt, 1949
			Gassner, John A Treasury of the Theatre. 2v., New York, Holt, 1951-60
			Hamilton, Edith The Roman Way. New York, Norton, 1932

High School Book List Cont'd.

LIB	LES	NOT AVAILABLE	
			Oxford Book of English Verse, 1250 - 1918; chosen and edited by Sir Arthur Quiller-Couch. New ed., New York, Oxford University Press, 1939
			Shakespeare, William Complete Works. Cambridge edition, text as edited by William Aldis Wright including the Temple Notes. New York, Doubleday, 1946
			Stuart, Jesse A Jesse Stuart Reader. New York, McGraw-Hill, 1963
			Thoreau, Henry David Walden: or, Life in the Woods. New York, Dodd, 1955
			Untermeyer, Louis Modern American Poetry, Modern British Poetry. New York, rev. ed., Harcourt, 1962
			Van Doren, Mark An Anthology of World Poetry. New York, Harcourt, 1936
			Wagenknecht, Edward Charles Cavalcade of the English Novel. rev. ed., New York, Holt, 1954
			Wilder, Thornton Our Town; a play in three acts. New York, Harper, 1960
			Wordsworth, William Complete Poetical Works of William Wordsworth. edited by A. J. George. New York, Houghton, 1932
			Heyerdahl, Thor Kon-Tiki; across the Pacific by raft. Chicago, Rand McNally, 1950
			Moore, Brian Canada. New York, Time Inc., 1963
			Quennell, Marjorie (Courtney) A History of Everyday Things in England: done in four parts. New York, Putnam, 1956
			Chute, Marchette Geoffrey Chaucer of England. New York, Dutton, 1951
			Gilbreth, Frank B. Cheaper by the Dozen, by Frank B. Gilbreth and Ernestine Gilbreth Carey. New York, Crowell, 1963
			Kennedy, John Fitzgerald Profiles in Courage. New York, Harper, 1961
			Sandburg, Carl Abraham Lincoln: The Prairie Year and the War Years. one vol. ed. New York, Harcourt, 1954
			Untermeyer, Louis Makers of the Modern World. New York, Simon and Schuster, 1955

High School Book List Cont'd.

LIB	LES	NOT AVAILABLE	
			American Heritage (Periodical) American Heritage Book of the Revolution; edited by Bruce Catton, New York, Simon and Schuster, 1958
			Churchill, Sir Winston Leonard Spencer The Second World War, by Winston S. Churchill and the editors of Life. Special edition for young readers. New York, Golden Press, 1960
			Commager, Henry Steele Documents of American History. 7th ed. New York, Appleton, 1963
			Gunther, John Inside Russia Today. rev. ed., New York, Harper, 1962
			Hersey, John Hiroshima. New York, Knopf, 1946
			Horizon (Periodical) Horizon Book of the Renaissance; edited by Richard M. Ketchum. New York, Doubleday, 1961
			Hough, Emerson The Passing of the Frontier; a chronicle of the Old West. New York, United States Publishers Association, 1918
			Paré, Madeline Ferrin Arizona Pageant; a short history of the 48th State. Phoenix, The Arizona Historical Foundation, 1965
			Peck, Anne Merriman The March of Arizona History. Tucson, Arizona Silhouettes, 1962
			Peck, Anne Merriman The Pageant of South American History. 3rd ed., New York, McKay, 1962
			Shirer, William The Rise and Fall of the Third Reich; a history of Nazi Germany. New York, Simon and Schuster, 1960
			Asimov, Isaac Fantastic Voyage; a novel. Boston, Houghton, 1966
			Austen, Jane Pride and Prejudice. New York, Dodd, n.d.
			Baker, Squire Omar Little World Apart. New York, Doubleday, 1966
			Buck, Pearl The Good Earth. New York, John Day Company, 1949
			Cather, Willa Death Comes for the Archbishop. New York, Knopf, 1927
			Conrad, Joseph Lord Jim. New York, Dodd, 1961
			Crane, Stephen The Red Badge of Courage. New York, Dodd, 1957
			Du Maurier, Daphne Rebecca. New York, Doubleday, 1948
			Ferber, Edna Cimarron. New York, Doubleday, 1951

High School Book List Cont'd.

LIB	LES	NOT AVAILABLE	
			Cervantes, Saavedra, Miguel de. Don Quixote. New York, Modern Library
			Dickens, Charles David Copperfield. New York, Dodd, 1943
			Dumas, Alexandre The Count of Monte Cristo. New York, Grosset, 1953
			Forbes, Esther Johnny Tremain: a novel for old and young. Boston, Houghton, 1943
			Forester, Cecil Scott Captain Horatio Hornblower. Boston, Little, 1939
			Grahame, Kenneth Wind in the Willows. New York, Scribner, 1933
			Hawthorne, Nathaniel The Scarlet Letter. New York, Dodd, n.d.
			Hemingway, Ernest The Old Man and the Sea. New York, Scribner, 1952
			Hersey, John A Bell for Adano. New York, Knopf, 1944
			Hugo, Victor Les Miserables. New York, Dodd, 1925
			Hunt, Irene Across Five Aprils. Chicago, Follett Publishing Company, 1964
			Keith, Harold Rifles for Watie. New York, Crowell, 1957
			La Forge, Oliver Laughing Boy. Boston, Houghton, 1963
			Lewis, Sinclair Main Street. New York, Harcourt, 1950
			Mitchell, Margaret Gone With the Wind. New York, Macmillan, 1939
			Nordhoff, Charles Bernard Mutiny on the Bounty. Boston, Little, 1932
			Paton, Alan Cry, the Beloved Country. New York, Scribner, 1948
			Poe, Edgar Allan The Complete Tales and Poems. New York, Modern Library 1938
			Rawlings, Marjorie Kinnan The Yearling. New York, Scribner, 1961
			Rolvaag, Ole Edvart Giants in the Earth. New York, Harper, 1927
			Saroyan, William The Human Comedy. New York, Harcourt, 1944
			Steinbeck, John The Pearl. New York, Viking, 1947
			Tolstoy, Leo War and Peace. New York, Modern Library

High School Book List Cont'd.

LIB	LES	NOT AVAILABLE	
			Undset, Sigrid Kristin Lavransdatter. New York, Knopf, 1935
			Wharton, Edith Ethan Frome. New York, Scribner, 1938
			Wouk, Herman The Caine Mutiny: a novel of World War II. New York, Doubleday, 1954

ARIZONA LIBRARY SURVEY
Bureau of Educational Research and Services
College of Education
Arizona State University
Tempe, Arizona

Name of Library

Public ○ Elementary ○ Secondary ○
Type of Library - Check

Person Completing Form

Address

REFERENCE BOOKS
Grades: K through 12

DIRECTIONS: Check yes or no as related to your holdings

YES	NO	
		American Library Association. Booklist and Subscription Books Bulletin.
		Children's Catalog and Supplements. Wilson, c1961.
		Junior High School Library Catalog and Supplements. Wilson, c1965.
		Standard Catalog For High School Libraries and Supplements. Wilson, c1962.
		Britannica Junior; the boys' and girls' encyclopedia. Britannica, 1962 or later. 15v.
		Collier's Encyclopedia. Collier, c1962 or later. 24v.
		Compton's Pictured Encyclopedia. Compton, c1962 or later. 15v.
		Encyclopedia Americana. Americana, c1962 or later. 30v.
		Encyclopedia Britannica. Britannica, c1962 or later. 24v.
		Encyclopedia International. Grolier, c1964 or later. 20v.
		World Book Encyclopedia. Field Enterprises, c1962 or later. 20v.
		Information Please Almanac. Macmillan, 1962 or later.
		Statesman's Yearbook. Macmillan, c1962 or later.
		United States. Department of Commerce. Statistical Abstract of the United States. 1962 or later.
		World Almanac and Book of Facts. World-Telegram, c1962 or later.
		United States. Bureau of Labor Statistics. Occupational Outlook Handbook. c1962 or later.

REFERENCE BOOKS Contd.

Yes	No	
		Douglas, G. W. *American Book of Days*. Wilson, 1948.
		Post, Emily *Etiquette: The Blue Book of Social Usage*. 10th rev. ed. Funk, 1960.
		Vanderbilt, Amy *New Complete Book of Etiquette*. 6th ed. Doubleday, 1963
		Funk & Wagnalls New Standard Dictionary of the English Language. Funk, 19
		Roget's International Thesaurus. Crowell, 1962.
		Webster's Seventh New Collegiate Dictionary. Merriam, 1963.
		Webster's Third New International Dictionary of the English Language. Unabridged. Merriam, 1961.
		World Book Encyclopedia Dictionary. Field Enterprises, 1963.
		Book of Popular Science; edited by Lawrence M. Levin. Grolier, c1962 or later. 10v.
		Compton's Dictionary of Natural Sciences. Compton, 1966. 2v.
		McGraw-Hill Encyclopedia of Science and Technology. McGraw, c1960. 15v.
		Van Nostrand Scientific Encyclopedia. 3rd ed. Van Nostrand, 1958.
		American National Red Cross *First Aid Textbook*. Rev. ed. Doubleday, c19
		American Radio Relay League *Radio Amateur's Handbook*. Annually.
		Oldfield, R. L. *Practical Dictionary of Electricity and Electronics*. American Technical Society, c1959.
		Taintor, Sarah *Secretary's Handbook*. 8th ed. Crowell, 1965.
		Bartlett, John *Familiar Quotations*. 13th and centennial ed. Completely rev. Little, 1955.
		Benet, W. R. *The Reader's Encyclopedia*. Crowell, c1955.
		Stevenson, B. E. *Home Book of Verse*; American and English. 9th ed. Holt, c1953.
		Goode, J. P. *Goode's World Atlas*. 11th ed. Rand McNally, 1961.
		World Book Atlas. Field Enterprises, 1963.
		Writers' Program, Arizona. *Arizona, the Grand Canyon State*; a state guide. 4th rev. ed. Hastings House, 1966.
		Current Biography. Wilson, H. W.

REFERENCE BOOKS Contd.

Yes	No	
		Fuller, Muriel More Junior Authors. Wilson, H. W., 1963.
		Kunitz, S. J. American Authors, 1600-1900. Wilson, H. W., c 1938.
		Kunitz, S. J. Twentieth Century Authors. Wilson, H. W., c1942. Twentieth Century Authors: First Supplement. Wilson, H. W., c1955.
		Who's Who in America. Vol. III (1964-1965) Marquis.
		Adams, J. T. ed. Album of American History. Scribner, 1944-1965. 7v.

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BIBLIOGRAPHY

A. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

American Association of School Librarians. *Standards for School Library Programs*. Chicago: American Library Association, 1960.

Beasley, Kenneth E. "Getting the Facts - How and Who," *Statewide Long-Range Planning for Libraries*, pp. 17-24. United States Department of Health, Education, and Welfare, Circular OE-15060. Washington: Government Printing Office, 1966.

Darling, Richard L. *Public School Library Statistics - 1962-63*. United States Department of Health, Education, and Welfare, Circular OE-15020. Washington: Government Printing Office, 1964.

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